



Subject Selection Information Booklet



Preliminary Course 2024 & HSC Course 2025

Making Choices for the Higher School Certificate
at Terrigal High School

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PRINCIPAL'S MESSAGE

It is with pleasure that I welcome you to the process of selecting subjects for study in Years 11 and 12, and your final phase of your schooling.

The Higher School Certificate is the highest educational award you can gain in New South Wales' schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training, or employment.

Terrigal High School specialises in the delivery of a wide range of subjects, offering students the best possible pathways to year 12, the HSC or its equivalent in vocational training.

Please take the time to carefully read the requirements of each course. Consult with teachers, Head Teachers, careers advisers and senior executive as to the best possible pathways for students to achieve the best possible outcomes.

I recommend you choose subjects based on:

- What you enjoy
- What you are good at
- And what you need for your future pathway

This year we are including even more support to our students and our parents/caregivers to ensure the best pattern of study is chosen by each student. Year 10 will complete a Senior Education Profile in careers across weeks 5 and 6 to inform the Subject Selection Interviews. We highly encourage all parents and caregivers to be actively involved and engaged in the Year 10 into 11 subject selection process. We are introducing online interview meetings to accommodate our busy working parents. More information will be provided by the Year 10 Deputy Principal Mr Montgomery around this.

I trust that the information and advice we provide to you will enable you to make wise choices for the Preliminary and Higher School Certificate courses and beyond.

Each student will need to choose a minimum of 12 units, including an English course, and 3 reserve choices, in order of preference. Not all courses offered in this booklet will run. The decision on which courses run will be based on student preference, availability of staff and the ability to ensure a diversified curriculum.

Relieving Principal

IMPORTANT INFORMATION

Subject Selection Evening:

Students and parents/carers are highly encouraged to attend the Subject Selection Evening on **Wednesday 7th June**. This evening allows parents and caregivers to hear directly from Senior Executive and Executive staff about the HSC and the curriculum. Students will be given the opportunity to speak to Faculty Teachers in detail about the courses being offered. Our Careers and Transition Team will also unpack information around university admissions and the different HSC pathways.

Subject Selection Interviews:

Student/Parent interviews will be held with the Schools Subject Selection Team on **Thursday 8th June and Friday 9th June**. The purpose of the interview is to discuss student subject choices and their intended HSC pathway for 2024/2025. Interview booking details will be sent separately.

Submitting Subject Selections:

Each student will be emailed an individual Web Code and instructions to submit their selections. Web selections will **open on Tuesday 13th June** and **close on Friday 16th June**.

Changing Courses:

If you find you have chosen the wrong pattern of courses, there is limited provision and choice for you to change courses early in Year 11. It is important to make the correct selection because trying to change later can sometimes be difficult. Beyond Week 2 of Term 1 2024 change will only be made because of exceptional circumstances, approved by the Principal.

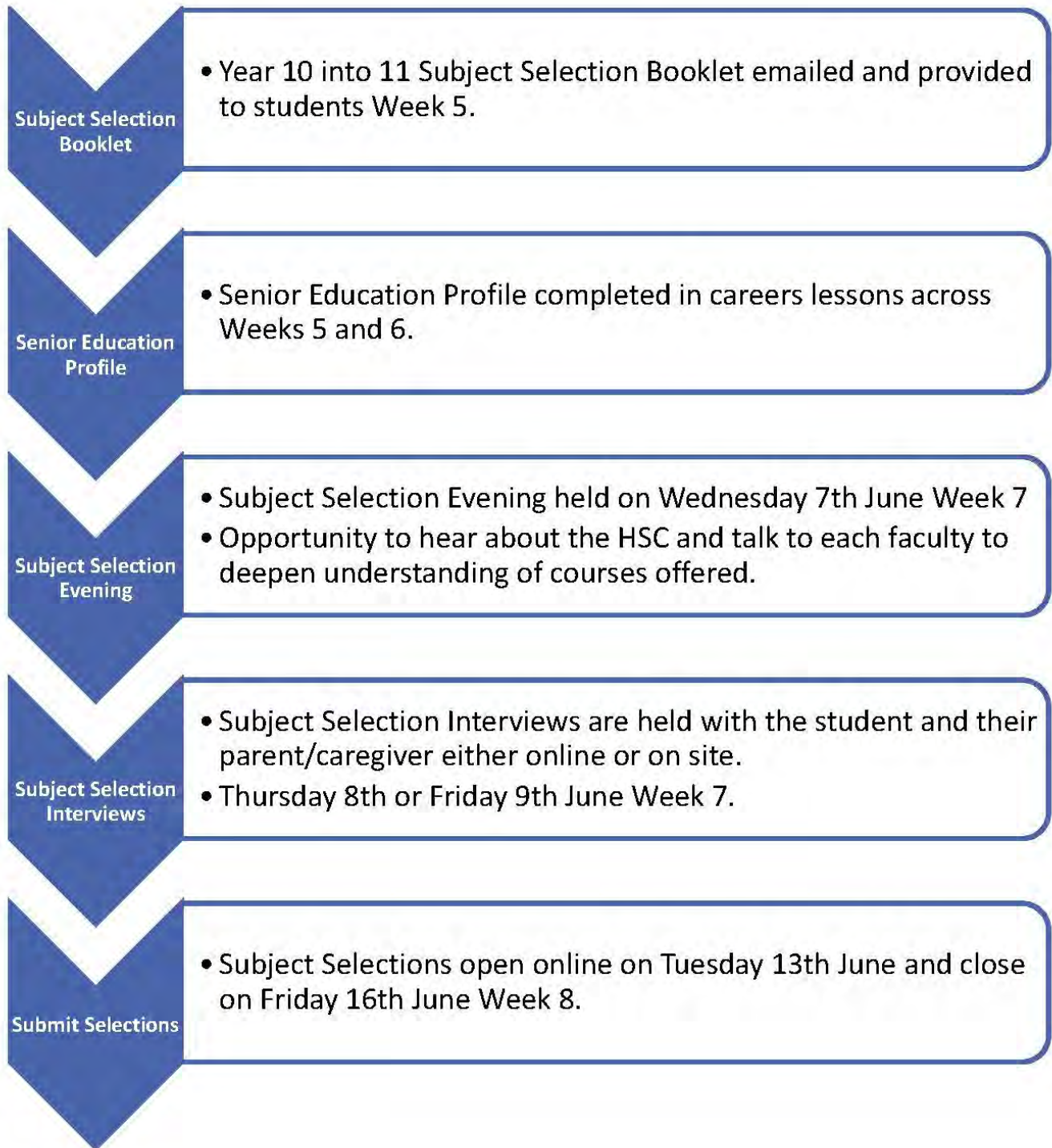
Course Fees:

Please note that the fees listed in this booklet are subject to change. Also be advised that courses with Year 12 Major Works may incur additional costs for materials.

Subscriptions:

This is a resource that our staff and students use to enhance teaching and learning. A subscription may appear as a Course Fee on any future invoices sent home. Please note that the subscription amounts listed in this booklet may change pending the number of students enrolled in the course.

Timeline and Support Flowchart for Year 10 into 11 Subject Selection



CHOOSING COURSES

As you move into your senior secondary school years, you will have more responsibility and choice to determine the pattern of study which best suits your particular needs.

There are three golden rules which should be followed when choosing a pattern of courses for the Higher School Certificate.

1. select courses that interest you.
2. select courses in which you have personal prospect of success.
3. select courses that address your career needs.

STEP ONE – Consider the type of courses that are available.

Types of courses:

- Board Developed Courses - count towards the ATAR
- Board Endorsed Courses - do not count towards the ATAR
- VET (Vocational Education and Training) Courses - board developed courses that count towards the ATAR and a national vocational qualification
- TAFE delivered VET for Schools (TVET) Courses - both board developed and board endorsed courses.

STEP TWO – Ensure that your pattern of studies meets the eligibility requirements for a Higher School Certificate.

- You must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate (HSC). This includes the completion of the practical, oral or project works and/or work placement required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the HSC examinations.
- You must study a minimum of twelve (12) units in the preliminary course and a minimum of ten (10) units in the HSC course. Both the preliminary course and the HSC course must include the following:
 - At least six (6) units from Board Developed courses including at least two (2) units of an English course.
 - At least three (3) courses of two (2) units value or greater.
 - At least four subjects.
 - At most six (6) units of courses in Science can contribute to HSC eligibility.

STEP THREE – Consider whether your course pattern takes into account your career needs.

If you are choosing an Australian Tertiary Admission Rank (ATAR) pathway, you must satisfactorily complete at least ten (10) units of ATAR courses.

These ATAR courses must include at least:

- Eight (8) units from category A courses; and
- Two (2) units of English; and
- Three (3) Board Developed courses of two (2) units or greater; and
- Four (4) subjects.

If you want to receive an ATAR, you must check your program of study carefully to make sure that you will be eligible.

Your ATAR is based on an aggregate of scaled marks in ten (10) units of ATAR courses comprising:

- Your best two (2) units of English; and
- Your best eight (8) units from the remaining units, which can include up to two (2) units of Category B courses.

Marks to be included in the ATAR calculations can be accumulated over a five year period but if a course is repeated only the last satisfactory attempt is used in the calculation of the ATAR.

For students accumulating courses towards their HSC, scaled marks are calculated the year the courses are completed. Marks are not rescaled each year.

When selecting courses for an ATAR Pathway consider the following:

- Check with the Careers Advisor that your course choices meet university course requirements.
- Refer to the UAC Guide [Steps to Uni for Year 10 Students](#)
- Do not select courses because you believe they are going to be “scaled up”. This will not necessarily advantage you and may well disadvantage you.
- Be aware that extension courses may be available and that accumulation is possible: you may accumulate the HSC over a period of up to five years.

If you are choosing a mixed pathway:

- You could consider VET courses which have a specific workplace component and are relevant to industry needs with clear post-school destinations.
- You could consider TVET courses that will give you experience at TAFE and possibly a TAFE/HSC credential
- You could consider courses that cater for your particular career interest.
- Also keep in mind that you can accumulate the HSC over a period of up to five years.

WHAT ARE THE UNITS?

All courses offered for the HSC have a unit value. Courses may have a value of one (1) unit or two (2) units. Most courses are two (2) units. Each unit involves class time of approximately two hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a two (2) unit course has a value of 100 marks.

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

TWO (2) UNIT COURSE

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

ONE (1) UNIT COURSE

One (1) unit equals approximately two hours of class time each week of 60 hours per year. It has a value of 50 marks.

EXTENSION COURSE

Extension courses build on the content of the two (2) unit course and carry an additional value for one (1) unit requiring students to work beyond the standard of the two (2) unit course. Extension courses are offered in English, Mathematics and History.

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 one or both of the 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.

SPECIALISATION COURSE

Specialisation courses are available for some VET courses and carry an additional two (2) units of study. They allow for further units of competency to be achieved and therefore may result in further or additional qualifications. Students must study the relevant two (2) unit VET course to be eligible to study the specialisation course. Specialisation courses are offered in Entertainment.

THE SENIOR SCHOOL – TERMINOLOGY

Courses in the senior school are described differently to those in the junior school. A whole new set of terms are used and you will need to understand them so that you make a wise choice.

Advanced Standing: means that students completing some HSC courses at a satisfactory level may count these towards a TAFE award. They will then not have to study certain modules or subjects in future TAFE courses.

Board Developed Courses: a course whose syllabus had been provided by the NSW Education Standards Authority (NESA). These courses are eligible for inclusion in the calculation of an Australian Tertiary Admissions Rank (ATAR).

Board Endorsed Courses: a course whose syllabus has been designed by schools or the Board of Studies. These courses are NOT eligible for inclusion in the calculation of an ATAR and are not externally examined in the HSC. Results are based entirely on school assessment.

Category A/B Courses: Board Developed Courses can be classified as Category A or B, as advised by the universities and NESA. These are listed in this booklet and in the UAC Guide [Steps to Uni for Year 10 Students](#). The majority of Board Developed Courses are Category A. Category B subjects offered include all VET courses, English Studies and Mathematics Standard 1. **Only one (1) category B course can be used when calculating an ATAR.**

Exclusion: in general students may not study two (2) courses in the one subject area.

HSC Course: a course which is the second component of a two (2) year program of study, it is commenced after a student has satisfactorily completed the preliminary course.

Language for Beginners: a language course offered for students with no prior knowledge or experience of the language, or whose experience is derived solely from, or equivalent to, its study for 100 hours or less in Stage 4 or 5.

Matriculation: is the qualification for entry to university. Each institution sets its own requirements.

Preliminary Course: is the first component of senior study in a course. It must be satisfactorily completed before the HSC component commences.

Quota: the number of students who will be accepted into a university course.

Units of Study: all courses have a unit value and each unit involves class time of approximately 2 hours per week (60 hours per year). Our school translates this into 2 units = 4 hours per week. Most of our courses are 2 units.

Australian Tertiary Admission Rank (ATAR): is a numerical measure of a student's overall academic achievement in the HSC in relation to that of other students. The ATAR is calculated solely for the use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission. The ATAR is a rank NOT a mark.

VET (Vocational Education and Training) - School Delivered or TAFE Delivered (TVET): refers to courses undertaken as part of your HSC with successful completion of the course providing credit towards a recognised VET qualification within the Australian Qualifications Framework.

BOARD DEVELOPED COURSES

* Students must study at least two (2) units of a Board Developed course in English.

COURSE	CATEGORY	UNITS	CONTACT	PAGE
Aboriginal Studies	A	2	Mrs McMartin	11
Agriculture	A	2	Dr Nugent	12
Ancient History	A	2	Mrs McMartin	13
Biology	A	2	Dr Nugent	14
Business Studies	A	2	Mrs McMartin	15
Chemistry	A	2	Dr Nugent	16
Community & Family Studies	A	2	Ms Playford	17
Dance	A	2	Ms Playford	18
Drama	A	2	Mrs Howe	19
Earth & Environmental Science	A	2	Dr Nugent	20
Economics	A	2	Mrs McMartin	21
Engineering Studies	A	2	Ms Turner	22
English Advanced	A	2	Mrs Howe	23
English Standard	A	2	Mrs Howe	24
English Extension	A	1	Mrs Howe	25 & 26
English Studies	B	2	Mrs Howe	27
Food Technology	A	2	Ms Turner	28
Geography	A	2	Mrs McMartin	29
History Extension	A	1	Mrs McMartin	30
Industrial Technology (Multimedia)	A	2	Ms Turner	31
Industrial Technology (Timber)	A	2	Ms Turner	32
Investigating Science	A	2	Dr Nugent	33
Japanese Beginners	A	2	Ms Roberts	34
Japanese Continuers	A	2	Ms Roberts	35
Legal Studies	A	2	Mrs McMartin	36
Mathematics Advanced	A	2	Mr Willis	37 & 38
Mathematics Standard	A	2	Mr Willis	39 & 40
Mathematics Extension 1	A	1	Mr Willis	41
Modern History	A	2	Mrs McMartin	42
Music 1	A	2	Mrs Pennings	43
PDHPE	A	2	Ms Playford	44
Physics	A	2	Dr Nugent	45
Society and Culture	A	2	Mrs McMartin	46
Spanish Beginners	A	2	Ms Roberts	47
Studies of Religion II	A	2	Mrs McMartin	48
Textiles and Design	A	2	Ms Turner	49
Visual Arts	A	2	Mrs Pennings	50

ABORIGINAL STUDIES	Course Fee: Nil Subscriptions: Nil
<p>Course Description</p> <p>The Preliminary course focuses on Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960's. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.</p> <p>The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960's. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through completion of a major project.</p>	
<p>Content</p> <p>Preliminary Course</p> <p>Part I – Aboriginality and the Land</p> <ul style="list-style-type: none"> Aboriginal peoples' relationship to Country Dispossession and dislocation of Aboriginal Peoples from Country Impact of British colonization on Country <p>Part II – Heritage and Identity</p> <ul style="list-style-type: none"> The Dreaming and cultural ownership Diversity of Aboriginal cultural and social life Impact of colonization on Aboriginal cultures and families Impact of racism and stereotyping <p>Part III – International Indigenous Community: Comparative Study</p> <ul style="list-style-type: none"> Location, environment and features of an international Indigenous community Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity <p>Part IV – Research and Inquiry Methods: Local Community Case Study</p> <ul style="list-style-type: none"> Methods and skills relating to: community consultation; planning research; acquiring information; processing information; communicating information <p>HSC Course</p> <p>Part I – Social Justice and Human Rights</p> <p>A) Global Perspective (20%)</p> <ul style="list-style-type: none"> Global understanding of human rights and social justice AND <p>B) Comparative Study (30%)</p> <ul style="list-style-type: none"> A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence <p>Part II – Case Study of an Aboriginal community for each topic</p> <p>A) Aboriginality and the Land</p> <ul style="list-style-type: none"> The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR <p>B) Heritage and Identity</p> <ul style="list-style-type: none"> Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses <p>Part III – Research and Inquiry Methods – Major Project</p> <ul style="list-style-type: none"> Choice of project based on student interest 	
<p>Course Requirements</p> <p>In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.</p>	
<p>Exclusions: Nil</p>	

AGRICULTURE

Course Fee: \$25 per year

Subscriptions: Nil

Course Description

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Content

Preliminary Course

- Overview
- The Farm Case Study
- Plant Production
- Animal Production

HSC Course

Core (80%)

- Plant/Animal Production
- Farm Product Study

Elective (20%)

Choose ONE of the following electives to study:

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

Course Requirements

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

Exclusions: Nil

ANCIENT HISTORY

Course Fee: Nil

Subscriptions: \$30 for Edrolo in Year 12

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Content

Preliminary Course

The Year 11 course comprises three sections.

- Investigating Ancient History
 - Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies
 - Students study at least two ancient societies.
- Historical Investigation

Historical concepts and skills are integrated with the studies undertaken in Year 11

HSC Course

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- One 'Ancient Societies' topic
- One 'Personalities in their Times' topic
- One 'Historical Periods' topic

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

Course Requirements

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

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

The Year 12 course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

Exclusions: Nil

BIOLOGY

Course Fee: \$10 per year

Subscriptions: \$33 for Edrolo in Year 12

Course Description

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Content

Preliminary Course

The Year 11 course consists of four modules.

Module 1 Cells as the Basis of Life

Module 2 Organisation of Living Things

Module 3 Biological Diversity

Module 4 Ecosystem Dynamics

HSC Course

The Year 12 course consists of four modules.

Module 5 Heredity

Module 6 Genetic Change

Module 7 Infectious Disease

Module 8 Non-infectious Disease and Disorders

Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

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

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

Exclusions: Nil

BUSINESS STUDIES

Course Fee: Nil
Subscriptions: Nil

Course Description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Content

Preliminary Course

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

HSC Course

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

Exclusions: Nil

CHEMISTRY

Course Fee: \$15 per year

Subscriptions: \$33 for Edrolo in Year 12

Course Description

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

Content

Preliminary Course

The Year 11 course consists of four modules.

Module 1 Properties and Structure of Matter

Module 2 Introduction to Quantitative Chemistry

Module 3 Reactive Chemistry

Module 4 Drivers of Reactions

HSC Course

The Year 12 course consists of four modules.

Module 5 Equilibrium and Acid Reactions

Module 6 Acid/base Reactions

Module 7 Organic Chemistry

Module 8 Applying Chemical Ideas

Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

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

Exclusions: Nil

COMMUNITY & FAMILY STUDIES

Course Fee: Nil
Subscriptions: Nil

Course Description

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

Content

Preliminary Course

- **Resource Management** Basic concepts of resource management (approximately 20% of course time).
- **Individuals and Groups** The individual's roles, relationships and tasks within and between groups (approximately 40% of course time).
- **Families and Communities** Family structures and functions, and the interaction between family and community (approximately 40% of course time).

HSC Course

- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

HSC Option Module

- **Social impact of Technology** The impact of evolving technologies on individuals and lifestyle (approximately 25% of course time).

Course Requirements

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

Exclusions: Nil

DANCE

Course Fee: \$40 per year

Subscriptions: Nil

Course Description

Preliminary Course

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

HSC Course

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

Content

Preliminary Course

Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%) to be allocated by the teacher to suit the specific circumstances/context of the class.

HSC Course

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation.

Course Requirements

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

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

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

DRAMA

Course Fee: \$20 per year

Subscriptions: Nil

Course Description

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

Preliminary Course

Course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance, and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course

Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

- **Group Performance:** 3-6 students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.
- **Individual Project:** Students demonstrate their expertise in a particular area. They choose one project from: Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

Content

Preliminary Course

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

HSC Course

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

Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.

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

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

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

EARTH & ENVIRONMENTAL SCIENCE

Course Fee: \$10 per year
Subscriptions: Nil

Course Description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralize the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

Content

Preliminary Course

The Year 11 course consists of four modules

- **Module 1** Earth's Resources
- **Module 2** Plate Tectonics
- **Module 3** Energy Transformations
- **Module 4** Human Impacts

HSC Course

The Year 12 course consists of four modules

- **Module 5** Earth's Processes
- **Module 6** Hazards
- **Module 7** Climate Science
- **Module 8** Resource Management

Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

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

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

Exclusions: Nil

ECONOMICS

Course Fee: Nil
Subscriptions: Nil

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.

Content

Preliminary Course

- Introduction to Economics – The nature of economics and the operation of an economy
- Consumers and Business – The role of consumers and business in the economy
- Markets – The role of markets, demand, supply and competition
- Labour Markets – The workforce and role of labour in the economy
- Financial Markets – The financial market in Australia including the share market
- Government in the Economy – The role of government in the Australian economy.

HSC Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – Issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – The range of policies to manage the economy.

Exclusions: Nil

ENGINEERING STUDIES

Course Fee: \$20 per year

Subscriptions: Nil

Course Description:

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

Content

Preliminary Course

Students undertake the study of 4 compulsory modules:

- Three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:
 - Engineering Fundamentals
 - Engineering Products and
 - Braking Systems
- One focus module relating to the field of Biomedical Engineering.

HSC Course

Students undertake the study of 4 compulsory modules:

- Two application modules relating to the fields of:
 - Civil Structures and
 - Personal and Public Transport
- Two focus modules relating to the fields of:
 - Aeronautical Engineering and
 - Telecommunications Engineering.

Course Requirements

Engineering Reports

Preliminary Course

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

HSC Course

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

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

Exclusions: Nil

ENGLISH ADVANCED

Course Fee: Nil

Subscriptions: \$30 for Jeddle in Year 12

Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

Content

Preliminary Course

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

HSC Course

The course has two sections:

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

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

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

a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples texts with a wide range of cultural, social and gender perspectives.

Preliminary Course

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms
- one complex multimodal or digital text in Module A (this may include the study of film).

HSC Course

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences.

Exclusions: English Standard; English Studies; English EAL/D

ENGLISH STANDARD

Course Fee: Nil

Subscriptions: \$30 for Jeddle in Year 12

Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the way events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

Content

Preliminary Course

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.

HSC Course

The course has two sections:

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Standard Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

Preliminary Course

Students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

HSC Course

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences.

Exclusions: English Advanced; English Studies; English EAL/D; English Extension

ENGLISH EXTENSION

Course Fee: Nil
Subscriptions: Nil

Prerequisites

- (a) English Advanced
- (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12
- (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Course Description

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

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Content

Preliminary Course

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

HSC Course

English Extension 1 course – The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are

- Literary homelands
- Worlds of upheaval
- Reimagined worlds
- Literary mindscapes
- Intersecting worlds

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Course Requirements

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

Preliminary Course

Students are required to:

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

HSC Course

In the English Extension 1 course students are required to study:

- at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2025 document)
- at least TWO related texts.

In the English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in ONE of the following forms:
 - short fiction
 - creative non-fiction
 - poetry
 - critical response
 - script – short film, television, drama
 - podcasts – drama, storytelling, speeches, performance poetry
 - multimedia

Exclusions: English Standard; English Studies; English EAL/D

ENGLISH STUDIES

Course Fee: Nil
Subscriptions: \$20 for Jeddle in Year 12

Course Entry Guidelines

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.
- Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC.

Course Description

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

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

Content

Preliminary Course

- Students study the mandatory module, English in Education, Work and Community, to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

HSC Course

- The HSC Common Content consists of one module Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

Course Requirements

Students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

HSC Course

In addition to the above requirements, students in Year 12 only are required to study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

Exclusions: English Advanced; English Standard; English EAL/D; English Extension

FOOD TECHNOLOGY

Course Fee: \$90 in Year 11 and \$50 in Year 12
Subscriptions: Nil

Course Description

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

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

Content

Preliminary Course

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

HSC Course

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

Course Requirements

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

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

Exclusions: Nil

GEOGRAPHY

Course Fee: Nil
Subscriptions: Nil

Course Description

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

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

Content

Preliminary Course

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

HSC Course

- **Ecosystems at Risk** – The functioning of ecosystems, their management and protection
- **Urban Places** – Study of cities and urban dynamics
- **People and Economic Activity** – Geographic study of economic activity in a local and global context

Key concepts incorporated across all topics:

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

Course Requirements

Students complete a Senior Geography Project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

Exclusions: Nil

HISTORY EXTENSION

Course Fee: Nil
Subscriptions: Nil

Prerequisites

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.
Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

Course Description

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

Content

This Year 12 course comprises two sections.

- Constructing History
 - Key Questions:
 - Who are historians?
 - What are the purposes of history?
 - How has history been constructed, recorded and presented over time?
 - Why have approaches to history changed over time?
 - Case Studies:
 - Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.
- History Project
 - Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Course Requirements

The course requires students to undertake:

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

Exclusions: Nil

Industrial Technology - MULTIMEDIA

Course Fee: \$20 per year
Subscriptions: Nil

Course Description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge.

*** Students cannot elect to take this course in conjunction with Industrial Technology - Timber. Students can only do one or the other.**

Content

Preliminary Course

The following sections are taught in relation to the relevant focus area (multimedia)

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

HSC Course

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

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

Course Requirements

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

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

Exclusions: Industrial Technology – Timber; Some Industry Focus areas with similar VET; Curriculum Framework streams and Content Endorsed

Industrial Technology - TIMBER

Course Fee: \$75 in Year 11 and \$55 in Year 12
Subscriptions: Nil

Course Description

Industrial Technology – Timber Products & Furniture at Stage 6 will develop a student's knowledge and understanding of the timber products and furniture industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge.

*** Students cannot elect to take this course in conjunction with Industrial Technology - Multimedia. Students can only do one or the other.**

Content

Preliminary Course

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

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

HSC Course

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

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

Course Requirements

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

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

Exclusions: Industrial Technology – Multimedia; Some Industry Focus areas with similar VET; Curriculum Framework streams and Content Endorsed

INVESTIGATING SCIENCE

Course Fee: \$10 per year
Subscriptions: Nil

Course Description

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

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

***The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s).**

Content

Preliminary Course

The Year 11 course consists of four modules:

Module 1 Cause and Effect – Observing

Module 2 Cause and Effect – Inferences and Generalisations

Module 3 Scientific Models

Module 4 Theories and Laws

HSC Course

The Year 12 course consists of four modules:

Module 5 Scientific Investigations

Module 6 Technologies

Module 7 Fact or Fallacy?

Module 8 Science and Society

Course Requirements

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

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

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

Exclusions: Nil

JAPANESE BEGINNERS

Course Fee: \$30 per year
Subscriptions: Nil

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

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

Content

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

Course Requirements: Nil

Exclusions: Japanese Continuers; Japanese Extension, Japanese in Context, Japanese and Literature. Strict eligibility rules apply to the study of this subject. 100 hours or less of previous Japanese Study

JAPANESE CONTINUERS

Course Fee: \$30 per year
Subscriptions: Nil

Prerequisites: 200-400 hours study of the language or equivalent knowledge is assumed.

Course Description

The Preliminary course has, as its 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.

Content

Prescribed Themes

- The Individual
- The Japanese-speaking communities
- The changing world

Mandatory Topics

- Personal world
- Daily life
- Leisure
- Future plans
- Travelling in Japan
- Living in Japan
- Cultural life
- The world of work
- Current issues

Course Requirements: Nil

Exclusions: Japanese Beginners; Japanese in Context, Japanese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.

LEGAL STUDIES

Course Fee: Nil
Subscriptions: Nil

Course Description

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course develops students' ability to evaluate legal and non-legal responses in some key areas of law. The course includes two core topics. In the Crime core topic, through the use of a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedom. The Human Rights core topic explores the nature and development of human rights and how these are promoted and enforced domestically and internationally, through legal and non-legal responses. Additionally, two additional options are studied at Terrigal High School, we choose two out of: Family Law, Shelter (Property Law), World Order (International Law and Politics) or Indigenous Peoples.

Content

Preliminary Course

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. **This section may be integrated with Part I and Part II.**

HSC Course

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order

Each topic's themes and challenges should be integrated into the study of the topic.

Course Requirements: Nil

Exclusions: Nil

MATHEMATICS ADVANCED

Course Fee: Nil
Subscriptions: Nil

Prerequisites:

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships, Properties of Geometrical Shapes.

Course Description

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- All students studying the Mathematics Advanced course will sit for an HSC examination.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts 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 ways of thinking in which problems are explored through observation, reflection and reasoning.
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role.
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Content

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

Preliminary Course

Topic: Functions

- Working with Functions

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

HSC Course

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

Exclusions: Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

MATHEMATICS STANDARD

Course Fee: Nil
Subscriptions: Nil

Prerequisites: The Mathematics Standard 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
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability

NOTE: Students study Mathematics Standard in Year 11 and then choose Mathematics Standard 1 or 2 in Year 12.

Course Description

The purpose of this course is to provide an appropriate mathematical background for students wishing to enter occupations that require the use of a variety of mathematical and statistical techniques. Mathematics Standard provides an appropriate course of study for students who have demonstrated competence in Mathematics up to and including at least Stage 5.1 by the end of Year 10.

The year 11 Mathematics Standard course leads to two separate pathways for the HSC – **Mathematics Standard 1 (Category B) or Mathematics Standard 2 (Category A).**

Students who have demonstrated a high level of competence in the year 11 Mathematics Standard course will progress to the HSC Mathematics Standard 2 course in Year 12. This is a Board Developed Course and is counted in the 10 units required for the calculation of an ATAR.

Students who have demonstrated competence in the year Mathematics Standard course will progress to the HSC Mathematics Standard 1 Course in Year 12.

Mathematics Standard 1 students can choose to sit an HSC Examination, whereby the course will be counted in the 10 units required for the calculation of an ATAR. Alternatively, students who choose not to sit the Examination will be classified as having completed a Content Endorsed Course and it cannot be counted in the 10 units required for the calculation of an ATAR.

Content

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Preliminary Course

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

HSC Course

Mathematics Standard 1

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Right-angled Triangles
- Rates
- Scale Drawings

Topic: Financial Mathematics

- Investment
- Depreciation and Loans

Topic: Statistical Analysis

- Further Statistical Analysis

Topic: Networks

- Networks and Paths

Mathematics Standard 2

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

Exclusions: 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.

MATHEMATICS EXTENSION 1

Course Fee: Nil
Subscriptions: Nil

Prerequisites: The Mathematics Extension 1 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, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Circle Geometry
- Functions and Other Graphs.

Note: The Mathematics Extension 1 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course.

Course Description

- All students studying the Mathematics Extension 1 course will sit for an HSC examination.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Content

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

Preliminary Course

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

Working with Combinatorics

HSC Course

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills

- Applications of Calculus

Topic: Statistical Analysis

The Binomial Distribution

Exclusions: Students may not study the Mathematics Standard Year 11 course in conjunction with the Mathematics Extension 1 Year 11 course, or either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course in conjunction with the Mathematics Extension 1 Year 12 course.

MODERN HISTORY

Course Fee: Nil
Subscriptions: Nil

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Content

Preliminary Course

The Year 11 course comprises three sections.

- Investigating Modern History
 - Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.
- Historical Investigation
- The Shaping of the Modern World
 - At least one study from 'The Shaping of the Modern World' is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

HSC Course

The Year 12 course comprises four sections.

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

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

Course Requirements

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

- One case study must be from Europe, North America or Australia, and
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

In the Year 12 course students are required to study at least one non-European/Western topic, for example: Apartheid in South Africa 1960–1994.

Exclusions: Nil

MUSIC 1

Course Fee: \$40 per year

Subscriptions: Nil

Course Description

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

Content

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

Course Components

- **Aural** (Core Component) - Through the study of a range of topics using the concepts of music, students learn to extract musical information from excerpts of music.
- **Composition** – Students create original works and notate these based on units studied.
- **Musicology** – Using the concepts of music, students are able to analyse and discuss musical events to support a focus area of choice.
- **Performance** – Students perform repertoire on an instrument/s to meet examination criteria.

Course Requirements

HSC Course

In addition to core studies in performance, composition, musicology and aural, students select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the course.

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

Exclusions: Music 2

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Course Fee: Nil
Subscriptions: First Aid Course (Cost TBA)

Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students will study practical options in the areas of first aid and fitness choices.

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

Content

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students study the following options:

- First Aid
- Fitness Choices

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students study the following options:

- Sports Medicine
- Improving Performance

Exclusions: Nil

PHYSICS

Course Fee: \$10 per year

Subscriptions: Nil

Course Description

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

Content

Preliminary Course

The Year 11 course consists of four modules.

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and Thermodynamics

Module 4 Electricity and Magnetism

HSC Course

The Year 12 course consists of four modules.

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

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

Exclusions: Nil

SOCIETY & CULTURE

Course Fee: Nil
Subscriptions: Nil

Course Description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Content

Preliminary Course

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

HSC Course

Core

- Social and Cultural Continuity and Change – The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP) – An individual research project.

Depth Studies

Two to be chosen from:

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

Course Requirements

Completion of Personal Interest Project.

Exclusions: Nil

SPANISH BEGINNERS

Course Fee: \$35 in Year 11 and \$27 in Year 12
Subscriptions: Nil

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Spanish. Topics studied through two interdependent perspectives, the personal world and the Spanish-speaking communities, provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of Spanish will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Spanish-speaking communities through the study of a range of texts.

Content

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

Course Requirements: Nil

Exclusions: Spanish Continuers; Spanish Extension. Strict eligibility rules apply to the study of this subject. 100 hours or less of previous Spanish study.

STUDIES OF RELIGION II

Course Fee: Nil
Subscriptions: Nil

Course Description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Content

Preliminary Course

- Nature of Religion and Beliefs: The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.
- Religions of Ancient Origin: The response to the human search for ultimate meaning in two religions of ancient origin from:
 - Aztec or Inca or Mayan
 - Celtic
 - Nordic
 - Shinto
 - Taoism
 - an Indigenous religion from outside Australia
- Religion in Australia pre-1945: The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC Course

- Religion and Belief Systems in Australia post-1945: Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
 - Significant people and ideas
 - A religious tradition's ethical teachings about bioethics or environmental ethics or sexual ethics
 - Significant practices in the life of adherents.
- Religion and Peace: The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion: The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

Exclusions: Studies of Religion I

TEXTILES & DESIGN

Course Fee: \$35 per year
Subscriptions: Nil

Course Description

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

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the textile item/s and the supporting documentation (a portfolio consisting of twelve A3 pages).

Content

Preliminary Course

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

HSC Course

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

Course Requirements

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

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

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

VISUAL ARTS

Course Fee: \$97 in Year 11 and \$65 in Year 12
Subscriptions: Nil

Course Description

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

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

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

Content

Preliminary Course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations
- how students may further develop meaning and focus in their work.

Course Requirements

Preliminary Course:

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

HSC Course:

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

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

BOARD ENDORSED COURSES

COURSE	CATEGORY	UNITS	CONTACT	PAGE
Exploring Early Childhood	B	2	Ms Turner	52
Marine Studies	B	2	Dr Nugent	53
Sport, Lifestyle & Recreation Studies	B	2	Ms Playford	54
Work Studies	B	2	Mrs Bates	55

EXPLORING EARLY CHILDHOOD

Fee: \$25 per year

Course Description

Our society is increasingly recognizing children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

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

Content

Preliminary Course

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour
- Play and the Developing Child

HSC Course

- Child Health and Safety
- Young Children and the Media
- The Children's Services Industry
- Children's Literature and or Food and Nutrition

Course Requirements

As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. The purpose of this interaction is to observe children, and to gain experience in understanding and relating to individual children. Student's will have the opportunity to plan a playgroup at school or to visit a children's service that operates locally, such as a preschool attached to a primary school, or a licensed preschool or child care centre.

Exclusions: Nil

MARINE STUDIES

Fee: \$25 per year

The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty first-century.

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.

Through Marine Studies students will develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.

In Marine Studies students may study the following Modules in Year 11 and Year 12:

Year 11 Modules

- Humans in Water
- Skin Diving & Diving Science
- Life in the Sea
- Dangerous Marine Creatures & Marine Mammals
- Commercial & Recreational Fishing
- The Marine Environment
- Marine Safety & First Aid
- Marine & Maritime Employment

Year 12 Modules

- Aquaculture
- Anatomy & Physiology
- The Marine Aquarium
- Coral Reef Ecology
- Personal Interest Project
- Marine Archaeology
- Local Study Area

Exclusions: Nil

SPORT, LIFESTYLE & RECREATION STUDIES

Fee: \$40 per year

Subscriptions: First Aid Course and other outdoor recreation, aquatics and resistance training pursuits (Costs TBA)

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle
- Resistance training

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

WORK STUDIES

Structure of the course

The *Work Studies CEC* syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

Core - My Working Life

Modules - There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

Nature of the course

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.

Exclusions: Nil

VET VOCATIONAL EDUCATION & TRAINING COURSES

COURSE	CATEGORY	UNITS	CONTACT	PAGE
Construction	B	2	Ms Turner	58
Entertainment Industry	B	2	Ms Turner	59
Hospitality	B	2	Ms Turner	60
Information & Digital Technology	B	2	Ms Turner	61



Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

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

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

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

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



Education

2024 Construction Course Descriptor
CPC20220 Certificate II in Construction Pathways (Release 6) &
CPC20120 Statement of Attainment towards Certificate in II Construction
(Release 3)
RTO - Department of Education - 90333, 90222, 90072, 90162

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

Course: Construction Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) - Australian Tertiary Admission Rank (ATAR) eligible course
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By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.

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

Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency	
<p>Core Units</p> <p>CPCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry</p> <p>CPCCOM1012 Work effectively and sustainably in the Construction Industry</p> <p>CPCCOM1013 Plan and organise work</p> <p>CPCCVE1011 Undertake a basic construction project</p> <p>CPCCOM1015 Carry out measurement and calculations</p>	<p>Elective Units</p> <p>CPCCCM1011 Undertake basic estimation and costing</p> <p>CPCCOM2001 Read and interpret plans and specifications</p> <p>CPCCCA2002 Use carpentry tools and equipment</p> <p>CPCCCA2011 Handle carpentry materials</p> <p>CPCCCM2005 Use construction tools and equipment</p> <p>CPCWHS1001 Prepare to work safely in the construction industry</p>

Option 1	CPCCBL2001 Handle and prepare bricklaying and blocklaying materials	CPCCBL2002 Use bricklaying and blocklaying tools and equipment
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Option 2	CPCCWF2002 Use wall and floor tiling equipment	CPCCCM2013 Undertake basic installation of wall tiles
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<p>White Card CPCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course.</p>	<p>Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.</p>
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Students may apply for Recognition of Prior Learning (RPL) and for credit transfer before delivery, provided suitable evidence is submitted.

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

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.	This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.
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Examples of occupations in the construction industry:
This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer

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

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

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

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

<p>Course Cost: Preliminary - \$150 HSC - \$115 White card \$125 (approx.) Work boots and suitable high visibility clothing for work placement</p>	<p>Refunds- Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>
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A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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



Education

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

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

Course: Entertainment Industry
 Board Developed Course (240 hour) (Statement of Attainment course)
 Or (300 hour) **240 hour + 60 specialisation study (Certificate III in Live Production and Technical Services (delete if not delivering))**

2 or 4 Preliminary and/or HSC units in total
 Industry Curriculum Framework (ICF) -Australian Tertiary Admission Rank (ATAR) eligible course
2, 4 or 5 Preliminary and/or HSC units in total (delete if not delivering)

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

Entry Requirements

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

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

Core		Elective	
CUAIND311	Work effectively in the creative arts industry	CUASOU331	Undertake live audio operations
CUAIND314	Plan a career in the creative arts industry.	SITXCCS006	Provide service to customers
Elective		*Additional units required for 60-hour specialisation study (SS)- Contact the RTO if delivering. Delete if not delivering SS	
CPCCWHS1001	Prepare to work safely in the construction industry	Core	
CUASOU306	Operate sound and reinforcement systems	CUAPPR314	Participate in collaborative creative projects
CUAWHS312	Apply work health and safety practices	BSBPEF301	Organise personal work priorities
CUALGT311	Operate basic lighting	Elective	
CUASTA311	Assist with production for live performances	CUALGT314	Install and Operate follow spots
CUAVSS312	Operate vision systems	Optional Unit	
CUASMT311	Work effectively backstage during performances	HLTAID011	Provide First Aid
CUASTA212	Assist with bump in bump out of shows		

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

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

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

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

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

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

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$100 HSC - \$40
School Crew Uniform

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

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

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

2024 Course Descriptor CUA30420 Statement of Attainment towards Certificate III in Live Production and Technical Services OR Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13
 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support.



2024 Hospitality Course Descriptor
SIT20322 Certificate II in Hospitality – Release 1
RTO - Department of Education - 90333, 90222, 90072, 90162

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

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

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

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

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

Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency

Core

BSBTWK201 Work effectively with others
 SITHIND007 Use hospitality skills effectively
 SITHIND006 Source and use information on the hospitality industry
 SITXCOM007 Show social and cultural sensitivity
 SITXWHS005 Participate in safe work practices
 SITXCCS011 Interact with customers

Elective

SITXFSA005 Use hygienic practices for food safety
 SITHCCC025 Prepare and present sandwiches
 SITXFSA006 Participate in safe food handling practices
 SITHFAB024 Prepare and serve non-alcoholic beverages
 SITHFAB025 Prepare and serve espresso coffee
 SITHFAB027 Serve food and beverages

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

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

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

Examples of occupations in the hospitality industry:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Café Attendant • Waiter/Waitress | <ul style="list-style-type: none"> • Catering Assistant • Barista | <ul style="list-style-type: none"> • Food and Beverage Attendant • Bartender |
|---|---|--|

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$150 HSC - \$115
Students to purchase Hospitality function shirt \$26 (approx), black pants & black leather shoes (at own cost).

Refunds

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

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

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



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

Course: **Information and Digital Technology**
 Board Developed Course (240 hour)

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

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology <https://training.gov.au/Training/Details/ICT30120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

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

Units of Competency

Core		Elective	
BSBCRT301	Develop and extend critical and creative thinking skills	BSBWHS311	Assist with maintaining workplace safety
BSBXCS303	Securely manage personally identifiable information and workplace information	ICTICT214	Operate application software packages
BSBXTW301	Work in a team	ICTSAS308	Run standard diagnostic tests
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	ICTWEB304	Build simple web pages
ICTPRG302	Apply introductory programming techniques	ICTWEB305	Produce digital images for the web
ICTSAS305	Provide ICT advice to clients	Optional unit to receive the full qualification.	
		ICTWEB306	Develop web presence using social media

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

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

- | | |
|--|---|
| <ul style="list-style-type: none"> • using technology to organise information • creativity • programming techniques | <ul style="list-style-type: none"> • critical thinking • problem solving • team work |
|--|---|

Examples of occupations in the Information Technology industry

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Analyst programmer • Web Developer | <ul style="list-style-type: none"> • IT Manager • Network professional | <ul style="list-style-type: none"> • Motion Graphics Designer • Systems Analyst |
|---|--|---|

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$20 HSC - \$20

Refunds

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

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

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

TVET/TAFE VIRTUAL COURSES

TAFE NSW SCHOOLS LAUNCHPAD

20 VIRTUAL COURSES WITH REAL WORLD SKILLS!

TAFE NSW Schools Launchpad is a different way to think about school and TAFE-delivered Vocational Education and Training (TVET). These courses combine teacher-led virtual classrooms with workshops and work placements across a range of exciting career areas with growth industries. TAFE NSW is connecting senior high school students with the skills they'll need to fill the jobs of the future, all while contributing to their HSC and ATAR.

Not only do these courses offer a unique opportunity to enhance student engagement, they also equip students with a nationally recognised TAFE NSW Certificate II or III qualification and job-ready skills for entry level positions.

THE WHY

TAFE NSW Schools Launchpad:

- Is future focused, gearing towards emerging and growth industries
- Teaches in-demand skills that employers want
- Contributes towards a student's HSC and ATAR
- Gives students a head start in their career
- Allows students to try a career and/or ignite a passion
- May provide student credit towards further study at TAFE NSW

THE HOW

TAFE NSW Schools Launchpad offers:

- 2-unit courses delivered virtually which contribute to a students' pattern of study in Years 11 and 12.
- Each course is classified as a Category B course and may contribute to a students' ATAR.
- Only one Category B course will count towards a students' ATAR.
- The requirements of each course are varied, however, generally students will participate in virtual lessons and complete online learning tasks, activities and assessment tasks independently on a device during scheduled class time.
- All courses will have a mandatory work placement, with some courses also requiring students to attend scheduled workshops throughout the year.
- Students will be advised of the location of these workshops when they receive an offer of acceptance.
- No cost to the student to undertake a virtual course, however, they are responsible for any costs associated with transport to and from workshops and work experience.
- Collaboration with other students around NSW via chat and tutorials
- Access to leading industry software, simulated workplaces and tools

MORE INFORMATION

- Please see our Careers Adviser, Ms Bates or Mrs Bates, for course specific information to ensure the student meets all the requirements of the course prior to submitting an application.
- Visit <https://www.tafensw.edu.au/launchpad>

TAFE NSW LAUNCHPAD TVET COURSES

- Game Design
- Cyber Security
- Side Hustle – Entrepreneurship
- Cloud Computing
- Accounting
- Care in Aging
- Digital Supply Chain
- Allied Health
- Robotics
- Real Estate
- Events & Virtual Experiences
- Automotive Technology
- Social Media
- Conservation & Ecosystem Management
- Construction & Virtual Design
- Big Data
- Web Development
- Business Operations
- Horticulture
- Health Administration



GAME DESIGN

ICT30120 Certificate III in Information Technology

Storyboarding, animating, creating 3D models and textures – with a job in game design, work is all play. Students will learn everything they need to bring to life a 10-15 second game sequence. They've already spent hundreds of hours prepping, so now is the time to make use of that vast gaming experience.

+9%
projected job
growth in
5 years¹

- Free student version of Autodesk Maya, Adobe Substance, & Photoshop
- Obtain a nationally recognised qualification*
- Work placement in a multi-billion dollar creative industry



CYBER SECURITY

ICT30120 Certificate III in Information Technology

The world is online, which means the world is vulnerable to a host of malicious cyber attacks. This puts cyber security experts in huge demand, and this course is the perfect introduction to a fast-paced and exciting field. Future job roles could include penetration tester or cyber security engineer.

+10k
more jobs in
Computer System
Design and Related
Services²

- Learn about current and emerging cyber security risks and threats
- Understand risk mitigation and threat remediation strategies
- Develop skills in networking, via simulated environments like Cisco Packet Tracer



SIDE HUSTLE - ENTREPRENEURSHIP

BSB30120 Certificate III in Business

For students who want to start a business that could provide a lifelong income, this course will provide the business savvy to go along with their creative skills. Students who come with a business idea could be launching by graduation, and on their way to becoming the next Mark Zuckerberg or Canva's Melanie Perkins.

+344k
new companies
founded in FY19-20
in Australia³

- Get the why, how and when of running a business
- Learn how to approach angel investors
- Combine creative ideas with strategic business thinking



CLOUD COMPUTING

ICT30120 Certificate III in Information Technology

Every corporation in the world is either in, or looking to get into, cloud-based storage and computing, so knowing how to operate in that space is vital for the jobs of the future. This virtual course will give students an understanding of cloud fundamentals, and is a stepping stone to industry certification.

+9k
more jobs over the next
3 years in Computer
System Design and
Related Services²

- Introduction to cloud services like Microsoft Azure, AWS & Google Cloud
- Learn cloud computing concepts, including IaaS, PaaS & SaaS
- Keep up-to-date with current trends and major industry standards

¹ Source: Seek 2021. ² Employment forecast data from TAFE NSW - Strategy and Research 2021 and Deloitte Access Economics 2020. ³ Australian Bureau of Statistics abs.gov.au Report 16/2/21. *Upon successful course completion. TAFE NSW SCHOOLS LAUNCHPAD GUIDE 2022 | Correct at time of printing (May 2021). RTO 90003 | CRICOS 00591E



ACCOUNTING

FNS30317 Certificate III in Accounts Administration

Accounting is a part of every successful business, big and small. Learn the fundamental concepts all accountants must know to launch a career in the financial sector or work in an accounting team. Top level maths skills aren't essential, as teacher-led virtual classes will teach students all they need to know.

+9%
projected job
growth in 5 years for
Accountants⁵

- Join our simulated organisation to start investigating account irregularities as a forensic accountant
- Get entry level accounting qualifications
- A pathway to further studies in accounting



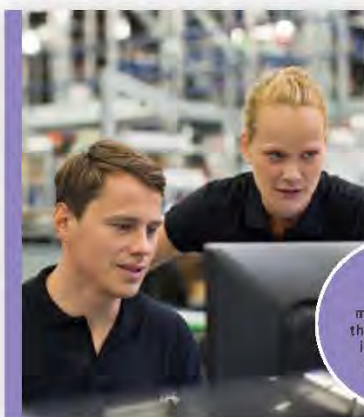
CARE IN AGEING

CHC33015 Certificate III in Individual Support

If students are thinking of a career in nursing or health, this course is a great entry. Students will develop skills to work with the elderly and people with disabilities to help them achieve daily goals. This is a great stepping stone on a career pathway for those with a compassionate nature.

+20k
more jobs over
the next 3 years in
Social Assistance
Services⁶

- Australia's ageing population makes this a boom industry
- Develop discretion and judgement in relation to individual support
- Work placement in Aged Care facility, offering networking opportunities



DIGITAL SUPPLY CHAIN

SIR30216 Certificate III in Retail

The digital supply chain is vital to every industry, and this is a fantastic introduction to the skills needed to succeed. Students will learn how to forecast demand using data, plus fill and dispatch orders efficiently, giving them skills that will be a solid launchpad into an exciting and potentially lucrative career.

+1k
more jobs over
the next 3 years
in Warehouse
and Storage
Services⁶

- Learn how online retail giants like Amazon operate
- Understand and forecast supply and demand for all industries
- Join our simulated online organisation to fulfil and track orders



ALLIED HEALTH

HLT33015 Certificate III in Allied Health Assistance

Health is a sector that is forecast for great growth, and successful students will be launched on a fulfilling career path to becoming an allied health assistant. Students will learn essential health terms, how to book and prepare clients for sessions, and how to assist an allied health professional as they treat a client.

+26k
more jobs over the
next 3 years in Medical
and Other Health
Care Services⁶

- Exposure to a variety of allied health industries such as physiotherapy and occupational therapy
- 80 hours work placement with an allied health professional
- Learn how to prepare for a therapy session

⁵ Source: Seek 2021. ⁶ Employment forecast data from TAFE NSW - Strategy and Research 2021 and Deloitte Access Economics 2020. TAFE NSW SCHOOLS LAUNCHPAD GUIDE 2022 | Correct at time of printing (May 2021)



ROBOTICS

UEE22011 Certificate II in Electrotechnology (Career Start)

Robotics are everywhere: from remote controls for TVs and toy cars through to vacuum cleaners and drones. In this course students will learn fundamental electrical principles, as well as how to safely use tools to build their own automated device. This is a great introduction to a booming industry.

+33%
increase in demand
for digital elites⁷

- Robotics is crucial in many industries, like manufacturing, logistics and medical services, and will become more so
- Learn about sustainable energy solutions
- An essential first step to becoming a mechatronics, robotics or systems engineer



REAL ESTATE

BSB30120 Certificate III in Business + Statement of Attainment in Real Estate*

Real estate agents sell the dream of owning a home (and earn a healthy commission doing so) and this course offers a foot in the agency door. Using a simulated agency environment, students will graduate with the people skills and property market insights to apply for a real estate Assistant Agent's Certificate of Registration.

+9k
more jobs in
Property Operators
and Real Estate
Services⁸

- Join the *Azure Realty Group*, our simulated real estate agency
- Get the skills to be part of the booming real estate industry
- Learn both the business acumen and the people skills needed



EVENTS & VIRTUAL EXPERIENCES

SIT30516 Certificate III in Events

2020 was an evolutionary year for this industry, so now is the perfect time to learn the broader skills needed to put on live, virtual and hybrid events. From camera work, lighting and sound to staging and coordinating registrations, students will get the creative and technical skills to succeed in this exciting industry.

+16%
projected job
growth in 5 years
for Events
Coordinators⁹

- Hands-on experience in a simulated organisation
- Learn practical and technical skills for virtual and face-to-face events
- Develop project and stakeholder management skills



AUTOMOTIVE TECHNOLOGY

AUR20720 Certificate II in Automotive Vocational Preparation

Automotive workshops of today are more likely to resemble a hospital ward than a grease pit. Diagnostic machines, telematics, lasers and data analysis: these are the new tools of the trade, and students will learn how to use them (plus traditional tools) as they learn how cars and engines work.

+1k
more jobs over
the next 3 years
in Repair &
Maintenance
industry⁸

- A head start to an automotive apprenticeship
- A great intro to sales, mechanics, diagnostics, body and paint refinishing and light/heavy equipment
- A booming industry that is constantly changing

⁷ [zdnet.com/article/automation-will-reshape-australias-job-market-for-decades-to-come](https://www.zdnet.com/article/automation-will-reshape-australias-job-market-for-decades-to-come). ⁸ Employment forecast data from TAFE NSW - Strategy and Research 2021 and Deloitte Access Economics 2020. ⁹ Source: Seek 2021. *refer to website for units of competency. © TAFE NSW 2021 TAFE NSW SCHOOLS LAUNCHPAD GUIDE 2022 | Correct at time of printing (May 2021). RTO 90003 | CRICOS 00591E



SOCIAL MEDIA

SIR30216 Certificate III in Retail

Many students already understand the power of social media. Now they can learn to harness that power to leverage a retail career. Students will use various platforms to market products and companies, build a shopping cart, manage inventory, take payments and invoice customers. A great career path for aspiring influencers.

+21%

projected job growth in 5 years for Social Media Managers¹¹

- Skills that are globally transferable
- Learn e-commerce functionality, sales, marketing strategies
- Broaden existing skills to start your own online business



CONSERVATION & ECOSYSTEM MANAGEMENT

AHC21020 Certificate II in Conservation and Ecosystem Management

There aren't many careers more rewarding or needed than saving the planet, so conservation and ecosystem management specialists are in demand. This course introduces students to the local environment and ecosystems via field trips led by a conservation specialist, showing how the environment can be preserved.

+550

jobs over the next 3 years in heritage activities¹²

- Learn to identify flora and fauna in the environment
- Receive a basic introduction to Aboriginal heritage and culture, including Aboriginal plant terms
- Work placement with organisations like Local Land Services



CONSTRUCTION & VIRTUAL DESIGN

CPC20220 Certificate II in Construction Pathways

This course is great for those who like working with their hands and seeing the results of their efforts. Students will learn how to create designs using computer software, plus how to use 30 specific hand and power tools to bring a project to life as part of their scheduled workshops.

+36k

more jobs in Construction Services¹²

- Use creative and technical skills to design and build a unique project
- Work with power tools and hand tools
- First step to gaining a carpentry apprenticeship



BIG DATA

BSB30120 Certificate III in Business

Being able to collate and analyse data is a highly desired skill, and this course could be a stepping stone to a lucrative career. Make use of your strong maths skills to collate, analyse and present data, and get an understanding of what is needed to succeed in this emerging field.

+26k

jobs over the next 3 years in Computer System Design and Related Services¹²

- Learn to analyse data to forecast trends
- Join *Gelos Enterprises*, our simulated online organisation
- Data analytics plays a key role in government and big business decision making

¹¹ Source: Seek 2021 12 Employment forecast data from TAFE NSW - Strategy and Research 2021 and Deloitte Access Economics 2020.
TAFE NSW SCHOOLS LAUNCHPAD GUIDE 2022 | Correct at time of printing (May 2021)



WEB DEVELOPMENT

ICT30120 Certificate III in Information Technology

Knowing how to create and maintain a website is essential in today's business world, so those that do will always be in demand. This course will teach students how to design and develop a website using industry standard software, such as Adobe Dreamweaver, Photoshop and Python.

+9%
projected job
growth in 5 years
for Web
Developers¹³

- Learn coding to build, style and format a website using industry-standard methods
- Use social media to build a presence for a simulated business
- Learn to take a client brief and deliver a website to client specifications



BUSINESS OPERATIONS

BSB30120 Certificate III in Business

Every organisation, from big business to small operators, needs employees who are task oriented and great at organising. This course teaches students how to operate in a business environment and how organisations are structured, as well as giving them the opportunity to learn from business experts and guest lecturers.

+4k
more jobs over
the next 3 years
in Administrative
Services¹⁴

- Learn clerical and operational tasks using technology and business skills
- Perfect introduction for those looking for a business career
- Real world learning in our simulated business environment



HORTICULTURE

AHC20416 Certificate II in Horticulture

Students will play a pivotal role in delivering economic, social and environmental value as they get their hands dirty creating and maintaining beautiful gardens, assisting in soil sampling and nurturing healthy plants. They'll also learn to install basic irrigation systems and see a horticulture project through to completion.

+2k
jobs over the
next 3 years in
Agriculture¹⁴

- Discover how to propagate and grow plants from seedlings
- Identify and plant trees and shrubs
- Develop contacts and networks through work placements



HEALTH ADMINISTRATION

BSB30120 Certificate III in Business (Medical Administration)

Whether the plan is to become an allied health practitioner or to assist in a practice, this course will launch graduates with the skills they need to find work in health administration. Gain practical experience in a fully simulated organisation to set you apart upon graduating.

+26k
more jobs in
Medical and Other
Health Care
Services¹⁴

- The perfect start to an allied health career
- Learn medical terminology - a globally in-demand skill
- Get a feel for the industry with work placements

¹³ Source: Seek 2021. ¹⁴ Employment forecast data from TAFE NSW - Strategy and Research 2021 and Deloitte Access Economics 2020. TAFE NSW SCHOOLS LAUNCHPAD GUIDE 2022 | Correct at time of printing (May 2021). RTO 90003 | CRICOS 00591E