

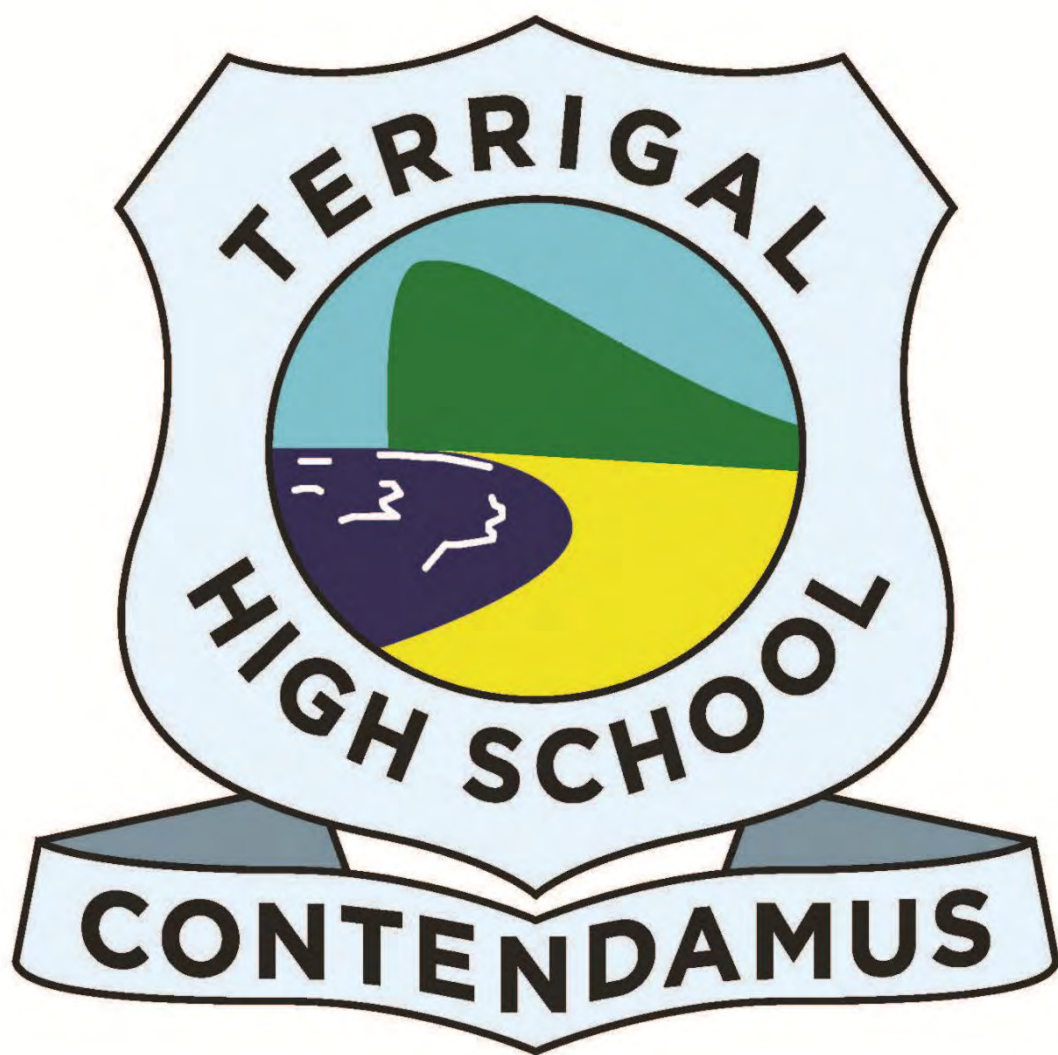


# Subject Selection Information Booklet



## Preliminary Course 2023 & HSC Course 2024

**Making Choices for the Higher School Certificate  
at Terrigal High School**



***"WE STRIVE"***

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\*\* Note: The course fees listed in this booklet are proposed fees and are subject to change.



# PRINCIPAL'S MESSAGE

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

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 read carefully the requirements of each course. Consult with teachers, careers advisors 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.

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 will run will be based on student preference, availability of staff and the ability to ensure a diversified curriculum.

Mrs Tania Turik  
Principal

**Each student will be emailed an individual Web Code and instructions to submit their selections.**

**Students and parents/caregivers are encouraged to attend the Subject Selection Evening being held at school on Wednesday 25<sup>th</sup> May 2022.**

**Web selections are due on Friday 3<sup>rd</sup> June 2022.**

# 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.

**NOTE:** If you find you have chosen the wrong pattern of courses, there is limited provision 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, change will only be made because of exceptional circumstances, approved by the Principal.



## **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
Aboriginal Studies	A	2	Mr Parbery
Agriculture	A	2	Dr Nugent
Ancient History	A	2	Mr Parbery
Biology	A	2	Dr Nugent
Business Studies	A	2	Mr Parbery
Chemistry	A	2	Dr Nugent
Community & Family Studies	A	2	Mr Storey/Ms Playford
Dance	A	2	Mr Storey/Ms Playford
Drama	A	2	Mrs Howe
Earth & Environmental Science	A	2	Dr Nugent
Economics	A	2	Mr Parbery
Engineering Studies	A	2	Ms Turner
Food Technology	A	2	Ms Turner
English Advanced	A	2	Mrs Howe
English Standard	A	2	Mrs Howe
English Studies	B	2	Mrs Howe
English Extension	A	1	Mrs Howe
Geography	A	2	Mr Parbery
History Extension	A	1	Mr Parbery
Industrial Technology (Multimedia)	A	2	Ms Turner
Industrial Technology (Timber)	A	2	Ms Turner
Investigating Science	A	2	Dr Nugent
Japanese Beginners	A	2	Ms Roberts
Japanese Continuers	A	2	Ms Roberts
Legal Studies	A	2	Mr Parbery
Mathematics Advanced	A	2	Mr Willis
Mathematics Standard 1	B	2	Mr Willis
Mathematics Standard 2	A	2	Mr Willis
Mathematics Extension 1	A	1	Mr Willis
Mathematics Extension 2	A	1	Mr Willis
Modern History	A	2	Mr Parbery
Music 1	A	2	Mrs Green

PDHPE	A	2	Mr Storey/Ms Playford
Physics	A	2	Dr Nugent
Society and Culture	A	2	Mr Parbery
Spanish Beginners	A	2	Ms Roberts
Studies of Religion II	A	2	Mr Parbery
Textiles and Design	A	2	Ms Turner
Visual Arts	A	2	Mrs Green

ABORIGINAL STUDIES	Proposed Fee: Nil
<p><b>Course Description</b></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><b>Content</b></p> <p><b>Preliminary Course</b></p> <p><b>Part I – Aboriginality and the Land</b></p> <ul style="list-style-type: none"> <li>Aboriginal peoples' relationship to Country</li> <li>Dispossession and dislocation of Aboriginal Peoples from Country</li> <li>Impact of British colonization on Country</li> </ul> <p><b>Part II – Heritage and Identity</b></p> <ul style="list-style-type: none"> <li>The Dreaming and cultural ownership</li> <li>Diversity of Aboriginal cultural and social life</li> <li>Impact of colonization on Aboriginal cultures and families</li> <li>Impact of racism and stereotyping</li> </ul> <p><b>Part III – International Indigenous Community: Comparative Study</b></p> <ul style="list-style-type: none"> <li>Location, environment and features of an international Indigenous community</li> <li>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</li> </ul> <p><b>Part IV – Research and Inquiry Methods: Local Community Case Study</b></p> <ul style="list-style-type: none"> <li>Methods and skills relating to: community consultation; planning research; acquiring information; processing information; communicating information</li> </ul> <p><b>HSC Course</b></p> <p><b>Part I – Social Justice and Human Rights</b></p> <p>A) Global Perspective (20%)</p> <ul style="list-style-type: none"> <li>Global understanding of human rights and social justice AND</li> </ul> <p>B) Comparative Study (30%)</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Part II – Case Study of an Aboriginal community for each topic</b></p> <p>A) Aboriginality and the Land</p> <ul style="list-style-type: none"> <li>The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR</li> </ul> <p>B) Heritage and Identity</p> <ul style="list-style-type: none"> <li>Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses</li> </ul> <p><b>Part III – Research and Inquiry Methods – Major Project</b></p> <ul style="list-style-type: none"> <li>Choice of project based on student interest</li> </ul>	
<p><b>Course Requirements</b></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><b>Exclusions:</b> Nil</p>	

# AGRICULTURE

Proposed Fee: \$25 per year

## 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 21<sup>st</sup> Century

## Course Requirements

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

**Exclusions:** Nil

# ANCIENT HISTORY

Proposed Fee: \$19.25 (Yr 12 Edrolo)

## 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

<b>BIOLOGY</b>	Proposed Fee: \$10 (Yr 11) & \$48.50 (Yr 12)
<b>Course Description</b> <p>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.</p> <p>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.</p>	
<b>Content</b> <b>Preliminary Course</b> <p>The Year 11 course consists of four modules.</p> <p><b>Module 1</b> Cells as the Basis of Life  <b>Module 2</b> Organisation of Living Things  <b>Module 3</b> Biological Diversity  <b>Module 4</b> Ecosystem Dynamics</p> <b>HSC Course</b> <p>The Year 12 course consists of four modules.</p> <p><b>Module 5</b> Heredity  <b>Module 6</b> Genetic Change  <b>Module 7</b> Infectious Disease  <b>Module 8</b> Non-infectious Disease and Disorders</p>	
<b>Course Requirements</b> <p>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.</p> <p>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.</p> <p>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.</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p>	
<b>Exclusions:</b> Senior Science (Preliminary Only)	



<b>BUSINESS STUDIES</b>	Proposed Fee: Nil
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>	
<p><b>Content</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Nature of business – the role and nature of business</li> <li>• Business management – the nature and responsibilities of management</li> <li>• Business planning – establishing and planning a small to medium enterprise</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Operations – strategies for effective operations management</li> <li>• Marketing – development and implementation of successful marketing strategies</li> <li>• Finance – financial information in the planning and management of business</li> <li>• Human resources – human resource management and business performance</li> </ul>	
<b>Exclusions:</b> Nil	

# CHEMISTRY

Proposed Fee: \$15 (Yr 11) & \$10 (Yr 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

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

### 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

Proposed Fee: \$40 per year

## 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.

<b>DRAMA</b>	Proposed Fee: Nil
<p><b>Course Description</b></p> <p>Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p><b>Preliminary Course</b></p> <p>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.</p> <p><b>HSC Course</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Group Performance:</b> 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.</li> <li>• <b>Individual Project:</b> Students demonstrate their expertise in a particular area. They choose one project from: Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.</li> </ul>	
<p><b>Content</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Improvisation, Playbuilding, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core content)</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance (Core content)</li> <li>• Individual Project</li> </ul>	
<p><b>Course Requirements</b></p> <p>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.</p> <p>In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point.</p> <p>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.</p> <p>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.</p>	
<p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	

# EARTH & ENVIRONMENTAL SCIENCE

Proposed Fee: \$10 per year

## 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

Proposed Fee: 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

Proposed Fee: \$15 per year

## 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

Proposed Fee: Nil

## 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

Proposed Fee: Nil

## 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

<b>ENGLISH EXTENSION</b>	Proposed Fee: Nil
<p><b>Prerequisites</b></p> <p>(a) English Advanced</p> <p>(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12</p> <p>(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2</p>	
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p> <p>In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.</p> <p>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.</p>	
<p><b>Content</b></p> <p><b>Preliminary Course</b></p> <p>The course has one mandatory module: Texts, Culture and Value as well as a related research project.</p> <p><b>HSC Course</b></p> <p>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.</p> <p>The electives are</p> <ul style="list-style-type: none"> <li>• Literary homelands</li> <li>• Worlds of upheaval</li> <li>• Reimagined worlds</li> <li>• Literary mindscapes</li> <li>• Intersecting worlds</li> </ul> <p>English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p>	
<p><b>Course Requirements</b></p> <p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.</li> </ul> <p><b>Preliminary Course</b></p> <p>Students are required to:</p> <ul style="list-style-type: none"> <li>• examine a key text from the past and its manifestations in one or more recent cultures</li> <li>• explore, analyse and critically evaluate different examples of such texts in a range of contexts and media</li> <li>• undertake a related research project.</li> </ul>	

### **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 2019–2023 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

<b>ENGLISH STUDIES</b>	Proposed Fee: Nil
<p><b>Course Entry Guidelines</b></p> <p>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.</p> <p>Due to changes in the English Studies course, students considering choosing this course should be advised that:</p> <ul style="list-style-type: none"> <li>English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.</li> <li>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.</li> <li>Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC.</li> </ul>	
<p><b>Course Description</b></p> <p>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.</p> <p>In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.</p>	
<p><b>Content</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Students study 2–4 additional syllabus modules (selected based on their needs and interests).</li> <li>Students may also study an optional teacher-developed module.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Students study 2–4 additional syllabus modules (selected based on their needs and interests).</li> <li>Students may also study an optional teacher-developed module.</li> </ul>	
<p><b>Course Requirements</b></p> <p>Students are required to:</p> <ul style="list-style-type: none"> <li>read, view, listen to and compose a wide range of texts including print and multimodal texts</li> <li>study at least one substantial print text (for example a novel, biography or drama)</li> <li>study at least one substantial multimodal text (for example film or a television series)</li> <li>be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>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</li> <li>engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul> <p><b>HSC Course</b></p> <p>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.</p>	
<p><b>Exclusions:</b> English Advanced; English Standard; English EAL/D; English Extension</p>	

# FOOD TECHNOLOGY

Proposed Fee: Yr 11 (\$85) & Yr 12 (\$45)

## 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

Proposed Fee: 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

<b>HISTORY EXTENSION</b>	Proposed Fee: Nil
<b>Prerequisites</b> 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.	
<b>Course Description</b> 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.	
<b>Content</b> This Year 12 course comprises two sections. <ul style="list-style-type: none"> <li>Constructing History <ul style="list-style-type: none"> <li>Key Questions: <ul style="list-style-type: none"> <li>Who are historians?</li> <li>What are the purposes of history?</li> <li>How has history been constructed, recorded and presented over time?</li> <li>Why have approaches to history changed over time?</li> </ul> </li> <li>Case Studies: <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul> </li> <li>History Project <ul style="list-style-type: none"> <li>Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.</li> </ul> </li> </ul>	
<b>Course Requirements</b> The course requires students to undertake: <ul style="list-style-type: none"> <li>one case study</li> <li>the development of one History Project.</li> </ul>	
<b>Exclusions:</b> Nil	



# Industrial Technology - MULTIMEDIA

Proposed Fee: \$20 per year

## 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

Proposed Fee: \$70 (Yr 11) & \$55 (Yr 12)

## 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

Proposed Fee: \$10 per year

## 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

Proposed Fee: \$30 per year

## 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

Proposed Fee: \$30 per year

**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

Proposed Fee: 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

Proposed Fee: 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 1

Proposed Fee: 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 in Year 12.

## Course Description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.
- Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol  $\diamond$ .
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. The status of ATAR eligibility is not yet determined.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 1 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 an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

## 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**

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

**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 STANDARD 2

Proposed Fee: Nil

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

- Area and surface area
- 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 2 in Year 12.

## Course Description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

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

## Content

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 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**

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 2 Year 12 course.

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

# MATHEMATICS EXTENSION 1

Proposed Fee: 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.

# MATHEMATICS EXTENSION 2

Proposed Fee: Nil

**Prerequisites:** The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course.

Note: The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

## Course Description

- All students studying the Mathematics Extension 2 course will sit for an HSC examination.
- 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 Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for the study of a wide range of useful applications of mathematics
- provides a strong foundation for further study of mathematics.

## Content

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

### HSC Course

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Vectors

- Further Work with Vectors

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of Calculus to Mechanics Harder applications of Mathematics HSC course topics

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

# MODERN HISTORY

Proposed Fee: 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

<b>MUSIC 1</b>	Proposed Fee: \$60 (Yr 11) & \$20 (Yr 12)
<b>Course Description</b> <p>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.</p>	
<b>Content</b> <p>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.</p>	
<b>Course Requirements</b> <b>HSC Course</b> <p>In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of performance, composition and musicology. These electives must represent <b>each</b> of the three topics studied in the course.</p> <p>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.</p>	
<b>Exclusions:</b> Music 2	



# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Proposed Fee: 1<sup>st</sup> Aid Certificate

## 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

<b>PHYSICS</b>	Proposed Fee: \$10 per year
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>	
<p><b>Content</b></p> <p><b><i>Preliminary Course</i></b></p> <p>The Year 11 course consists of four modules.</p> <p><b>Module 1</b> Kinematics</p> <p><b>Module 2</b> Dynamics</p> <p><b>Module 3</b> Waves and Thermodynamics</p> <p><b>Module 4</b> Electricity and Magnetism</p> <p><b><i>HSC Course</i></b></p> <p>The Year 12 course consists of four modules.</p> <p><b>Module 5</b> Advanced Mechanics</p> <p><b>Module 6</b> Electromagnetism</p> <p><b>Module 7</b> The Nature of Light</p> <p><b>Module 8</b> From the Universe to the Atom</p>	
<p><b>Course Requirements</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p><b>Exclusions:</b> Nil</p>	

# SOCIETY & CULTURE

Proposed Fee: 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

Proposed Fee: \$35 (Yr 11) & \$27 (Yr 12)

## 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

Proposed Fee: 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/expressions 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

Proposed Fee: \$35 per year

## 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

Proposed Fee: \$95 (Yr 11) & \$60 (Yr 12)

## 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
Exploring Early Childhood	B	2	Ms Turner
Marine Studies	B	2	Mr Storey/Ms Playford
Sport, Lifestyle & Recreation Studies	B	2	Mr Storey/Ms Playford
Work Studies	B	2	Mrs Bates



# EXPLORING EARLY CHILDHOOD

Proposed Fee: \$20 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

Proposed 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.

**Exclusions:** Nil

# SPORT, LIFESTYLE & RECREATION STUDIES

Proposed Fee: \$40 per year, plus fees for 1<sup>st</sup> Aid Course and other outdoor recreation, aquatics and resistance training pursuits.

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

Proposed Fee: Nil

## 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
Construction	B	2	Ms Turner
Entertainment Industry	B	2	Ms Turner
Entertainment Specialisation	B	1	Ms Turner
Hospitality	B	2	Ms Turner
Information & Digital Technology	B	2	Ms Turner



## Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

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

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

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

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



Education

## 2023 CONSTRUCTION COURSE DESCRIPTOR

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

Public Schools NSW, Macquarie Park RTO 90222

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

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

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

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

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

#### Recommended Entry Requirements

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

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

##### Core Units

<a href="#">CPCCWHS2001</a>	Apply WHS requirements, policies and procedures in the Construction Industry
<a href="#">CPCCOM1012</a>	Work effectively and sustainably in the Construction Industry
<a href="#">CPCCOM1013</a>	Plan and organise work
<a href="#">CPCCVE1011</a>	Undertake a basic construction project
<a href="#">CPCCOM1015</a>	Carry out measurement and calculations

##### Elective Units

<a href="#">CPCCCM1011</a>	Undertake basic estimation and costing
<a href="#">CPCCOM2001</a>	Read and interpret plans and specifications
<a href="#">CPCCCA2002</a>	Use carpentry tools and equipment
<a href="#">CPCCCA2011</a>	Handle carpentry materials
<a href="#">CPCCCM2006</a>	Apply basic levelling procedures
<a href="#">CPCCCM2005</a>	Use construction tools and equipment
<a href="#">CPCCWHS1001</a>	Prepare to work safely in the construction industry

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

**White Card** - CPCCWHS1001 - Prepare to work safely in the construction industry.

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

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

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

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

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

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

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

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

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

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

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

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

<b>COURSE COST:</b>	<b>Preliminary - \$150</b>	<b>HSC - \$135</b>	<b>White Card - \$125 (approx.)</b>	<b>Refunds</b>
<b>White Card will be delivered by Coastal OHS Services at THS</b>				Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

A school-based traineeship **is available** in this course, for more information: [click here](#)

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

2023 Course Descriptor Construction Public Schools NSW, Macquarie Park RTO 90222V1.2 Updated March 2022

## 2023 ENTERTAINMENT INDUSTRY COURSE DESCRIPTOR

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

Public Schools NSW, Macquarie Park RTO 90222

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

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

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

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of [CUA30420 - Certificate III in Live Production and Technical Services](#).

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. **To gain the full qualification, students must achieve all 15 competencies.** A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

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

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

##### 2 x Core units

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

##### 10 x Elective units

- CPCWHS1001 Prepare to work safely in the construction industry
- CUAWHS312 Apply work health and safety practices
- CUASOU331 Undertake live audio operations
- CUALGT311 Operate basic lighting
- CUASTA212 Assist with bump in and bump out of shows
- SITXCCS006 Provide service to customers
- CUASOU306 Operate sound reinforcement systems

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

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

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

##### 2 x Core

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

##### 1 x Elective

- CUALGT314 Install and operate follow spots

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

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

Working within the Live production and Technical Services Industry involves:

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

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

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

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment. Students who do not meet these requirements will be 'N' determined as required by NESA. The HSC specialisation study includes an additional 60 hours of course work.

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

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

**Course Cost: Preliminary - \$95 HSC - \$40**

**White Card: \$125 (approx.).**

**White Card to be delivered by Coastal OHS Services at THS**

#### Refunds

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

A school-based traineeship is available in this course, for more information [click here](#).

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





# 2023 ENTERTAINMENT INDUSTRY SPECIALISATION COURSE DESCRIPTOR

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

Public Schools NSW, Macquarie Park Registered Training Organisation 90222

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

Course: **Entertainment Industry Specialisation** (60 indicative hours) Total of 1 unit of credit – HSC ONLY  
Board Developed Course Number: **26403**

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

### Units of Competency

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

Core \*BSBPEF301 Organise personal work priorities and development

Core \*CUAPPR314 Participate in collaborative creative projects

Elective \*CUALGT314 Install and operate follow spots

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

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

### Recommended Entry Requirements

Students selecting this course should be interested in working in the Entertainment industry. They should be able to lift and carry production equipment, have the ability to work as a member of a team, and have good communication skills. There will be out of class activities, homework, research activities and assignments.

Students who are interested in lighting, sound, staging, set design and dealing with patrons would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, assignments and students will be involved in performances and productions.

### Examples of occupations in the Entertainment Industry

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

### Mandatory HSC Course Requirements

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

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

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

### Competency-Based Assessment

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

### Appeals and Complaints

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

**Course Consumables**  
**HSC - \$40**

### Refunds

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

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

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

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

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

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



# 2023 HOSPITALITY COURSE DESCRIPTOR

## SIT20316 Certificate II in Hospitality

Public Schools NSW Macquarie Park RTO 90222

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

**Course: Hospitality**

Board Developed Course (240 hour) 26511

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Macquarie Park RTO 90222, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) <https://training.gov.au/Training/Details/SIT20316>

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

**Recommended Entry Requirements**

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

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

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

**Electives**

SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITXFSA001	Use hygienic practices for food safety
SITHCCC001	Use food preparation equipment
SITHCCC003	Prepare and present sandwiches
SITXCOM001	Source and present information
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA002	Participate in safe food handling practices

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

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

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service

- teamwork
- using technologies
- creating documents

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

- café attendant
- catering assistant
- food and beverage attendant

**Mandatory HSC Course Requirements**

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

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Cost: Preliminary - \$145**

**HSC - \$110**

**School Specific equipment and associate requirements for students**

**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>

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

Course: **Information and Digital Technology**  
Board Developed Course (240 hour) 27311

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

By enrolling in a VET qualification with Public Schools NSW Macquarie Park RTO 90222, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information and Digital Technology <https://training.gov.au/Training/Details/ICT30120>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 12 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

### Recommended Entry Requirements

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

### Information and Communications Technology Units of Competency

#### Core

BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients

#### Electives

BSBWHS311	Assist with maintaining workplace safety
ICTICT214	Operate application software packages
ICTSAS308	Run standard diagnostic tests
ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for the web
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

Working within the Information and Digital Technology industry involves customer (client) service

- using technology to organise information
- creativity
- critical thinking
- problem solving

### Examples of occupations in the Information Technology industry

- Analyst programmer, IT Manager, Motion Graphics Designer, Web Developer, Network professional Systems Analyst

### Mandatory HSC Course Requirements

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

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

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

The Higher School Certificate examination for 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

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

### Appeals and Complaints

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

**Course Cost: Preliminary - \$20      HSC - \$20**  
**School Specific equipment and associated requirements for students**

#### 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>

# TAFE/TVET 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 Mr Coroneos 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 years<sup>1</sup>

- 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  
Services<sup>2</sup>

- 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 Australia<sup>3</sup>

- 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 Services<sup>2</sup>

- 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

<sup>1</sup> Source: Seek 2021. <sup>2</sup> Employment forecast: data from TAFE NSW - Strategy and Research 2021 and Deloitte Access Economics 2020. <sup>3</sup> 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  
Accountants<sup>5</sup>

- 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



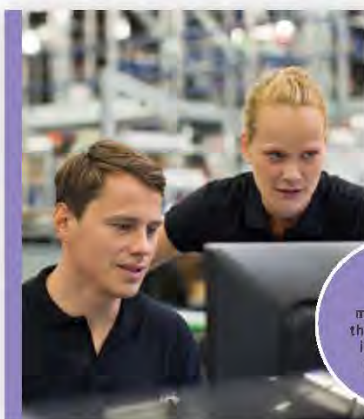
## CARE IN AGEING

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  
Services<sup>6</sup>

- 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  
Services<sup>6</sup>

- 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

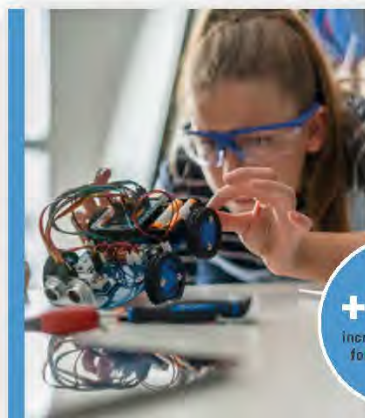
Health is a sector that is forecast for great growth, and successful students will be launched on a fulfilling career path to becoming an allied health assistant. Students will learn essential health terms, how to book and prepare clients for sessions, and how to assist an allied health professional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

**+26k**  
more jobs over the  
next 3 years in Medical  
and Other Health  
Care Services<sup>6</sup>

- 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

<sup>5</sup> Source: Seek 2021. <sup>6</sup> 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 elites<sup>7</sup>

- 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  
Services<sup>8</sup>

- 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  
Coordinators<sup>9</sup>

- 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  
industry<sup>8</sup>

- 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

<sup>7</sup> [zdnet.com/article/automation-will-reshape-australias-job-market-for-decades-to-come](https://zdnet.com/article/automation-will-reshape-australias-job-market-for-decades-to-come). <sup>8</sup> Employment forecast data from TAFE NSW - Strategy and Research 2021 and Deloitte Access Economics 2020. <sup>9</sup> 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 Managers<sup>11</sup>

- 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 activities<sup>12</sup>

- 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 Services<sup>12</sup>

- 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 Services<sup>12</sup>

- 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

<sup>11</sup> Source: Seek 2021. <sup>12</sup> 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  
Developers<sup>13</sup>

- 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  
Services<sup>14</sup>

- 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  
Agriculture<sup>14</sup>

- 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  
Services<sup>14</sup>

- 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

<sup>13</sup> Source: Seek 2021, <sup>14</sup> 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