

*Creating Opportunities  
Achieving Success*



**SUBJECT SELECTION  
INFORMATION  
Year 11 - 2021**



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# YEAR ADVISOR'S MESSAGE

As we near the halfway mark of 2020, it is time for you all to begin thinking about what you would like to study next year. Instead of only one or two electives, you will now have to choose your entire educational path, with English and Mathematics the only mandatory subjects to be completed.

To make this decision a little easier we offer this Information Booklet to help give you information about the subjects on offer.

Think carefully before choosing a subject; talk to your teachers and find out as much as you can about the subjects you may want to pick. This is particularly important when deciding what level of English or Mathematics you will be taking. Your teachers can discuss the type of work that is required in that subject and help you determine which path is right for you.

It is important that you choose the subjects that interest you most. Think about your future plans and subjects that will lead you to where you want to go. Think about what you might be good at. Whatever you do, do not pick a subject just because you know your friends will be in that class or based on whom you think the teacher may be.

Please remember in this process that the more knowledge you have, the more confident you will feel about your choices. The more you have thought about your future pathway, the wiser your choices will be. Please talk these decisions over with those important to you. There are also career advisors at school, so if you would like more information before you make these decisions, please let me know your questions, or see Mr Jones.

Finally, you must remember that not all courses will allow you to get an ATAR. If your plan is to go directly to university, it is important that you choose ATAR subjects. Again, your teachers can help you if you are struggling. We are here to help you make the best decision possible.

Good Luck!  
Ms Westbrook  
Year 10 Advisor 2020

# PURPOSE OF THIS BOOKLET

This booklet has been produced to help students and their parents select courses of study for the award of a Higher School Certificate at the end of Year 12. It explains all of the information that you need to know about choosing the subjects that you want to study for the next two years.

This booklet helps with:

- Understanding the possible future options
- Finding out about the courses offered in Years 11 and 12
- Informing parents and students about the senior school and the requirements for gaining a HSC.

You need to make good use of this booklet and to seek advice and assistance from parents, teachers, Deputy Principal and the Careers Advisor.

## Line Structure for Year 11, 2021

This booklet contains an outline of all the courses Picton High School offers in the Senior School and is sorted into sections:

**CATEGORY A – Board Developed Courses**

**CATEGORY B – Board Developed Courses**

**CATEGORY C – Board Endorsed Courses**

Students must read this booklet in conjunction with the established line structure.

Students must select one subject in EACH line (N.B. some subjects are offered in more than one line).

Students should seek further advice on their selections from their class teacher, year advisor, careers advisor or faculty representatives on Subject Selection Night.

Subjects offered in 2021	Faculty	BDC, BEC or CEC	VET	Category	COST
English Standard	English	BDC		CATEGORY A	
English Advanced	English	BDC		CATEGORY A	
English Extension	English	BDC		CATEGORY A	
English Studies	English	BDC		CATEGORY B	
Mathematics Advanced	Mathematics	BDC		CATEGORY A	
Mathematics Standard 2	Mathematics	BDC		CATEGORY A	
Mathematics Extension	Mathematics	BDC		CATEGORY A	
Mathematics Standard 1	Mathematics	BDC		CATEGORY B	
Stage 6 Numeracy	Mathematics	BEC		CATEGORY C	
Agriculture	Science	BDC		CATEGORY A	\$15/year
Biology	Science	BDC		CATEGORY A	
Chemistry	Science	BDC		CATEGORY A	
Physics	Science	BDC		CATEGORY A	
Ancient History	HSIE	BDC		CATEGORY A	
Business Studies	HSIE	BDC		CATEGORY A	
Legal Studies	HSIE	BDC		CATEGORY A	
Modern History	HSIE	BDC		CATEGORY A	
Society and Culture	HSIE	BDC		CATEGORY A	
Business Services	HSIE	BDC	VET	CATEGORY B	
Retail Services	HSIE	BDC	VET	CATEGORY B	\$35
Music 1	CAPA 1	BDC		CATEGORY A	\$20/year
Visual Arts	CAPA	BDC		CATEGORY A	\$30/year 11, \$40/year 12
Entertainment Industry	CAPA	BDC	VET	CATEGORY B	\$20
Photography, Video & Digital Imaging	CAPA	CEC		CATEGORY C	\$65/year
Personal Development, Health and Physical Education (PDHPE)	PDHPE	BDC		CATEGORY A	
Sport, Lifestyle and Recreation (SLR)	PDHPE	CEC		CATEGORY C	
Sport Coaching	PDHPE	BEC	VET	CATEGORY C	\$40
Community and Family Studies (CAFS)	Home Economics	BDC		CATEGORY A	
Food Technology	Home Economics	BDC		CATEGORY A	\$50/year
Hospitality – Kitchen Operations	Home Economics	BDC	VET	CATEGORY B	\$100 + uniform
Exploring Early Childhood	Home Economics	CEC		CATEGORY C	\$30/year
Work Studies	Home Economics	CEC		CATEGORY C (SET Pathways Only)	
Design and Technology	Industrial Arts	BDC		CATEGORY A	\$50
Engineering Studies	Industrial Arts	BDC		CATEGORY A	TBC
Industrial Technology - Automotive	Industrial Arts	BDC		CATEGORY A	\$60/year
Industrial Technology - Timber	Industrial Arts	BDC		CATEGORY A	\$60/year
Construction	Industrial Arts	BDC	VET	CATEGORY B	\$60

# What are you going to do after Year 10?

## Leave school after completing Year 10, or come back to Senior School?

This is the first major decision of your life and it needs to be taken very seriously. Because it is such an important decision, you need to be doing a lot of research into your future career as this will largely determine what you will do in 2021 and beyond.

**All students after completing Year 10 until they turn 17 must be either:**

1. In school
2. In approved education or training (TAFE, traineeship/apprenticeship)
3. In full time, paid employment
4. In a combination of the above.

Having completed year 10, there are a number of different options available.

- Leave school and go to full time work (minimum 25 hours)
- Leave school and go to work and training e.g. apprenticeship, traineeship
- Leave school and study full time at TAFE (minimum 25 hours)
- Return to Year 11 while looking for full time work
- Return to Year 11 and leave school to go to work or training when you turn 17
- Return to Year 11, complete Year 12 and then go to work
- Return to Year 11, complete Year 12 followed by study at TAFE or college
- Return to Year 11, complete Year 12 followed by study at university

## Do you have the ability to cope with the degree of difficulty of the senior courses?

This is another very important question that you need to answer honestly for yourself.

The content of the courses in Years 11 and 12 is significantly more difficult than the subjects studied so far in Years 7 – 10. In addition, teachers will expect you to be able to

- work independently,
- show initiative on your own,
- be self-motivated and
- be responsible for your own work and success.

If you cannot work independently, cannot take initiative, lack self-motivation and cannot take responsibility for your own learning, then staying at school for Years 11 and 12 is not the choice for you.

# What do you need to consider?

Here is a list of questions for you to answer to assist you to make a wise decision.

- Where are you heading?
- Do you want to spend another two years at school or would you prefer to start full time work or training at TAFE?
- What work opportunities are available to you with the skills you currently have?
- Will year 10 be sufficient to get you a job in your chosen career?
- Have you got a resume together?
- Have you sent your resume out to potential employers?
- Have you approached any employers expressing your interest in working with them?
- Have you contacted local organisations that organise apprenticeships in the Campbelltown district?
- Do you have some contacts through friends and family that might lead to full time job opportunities?
- Do you need to continue with school because it will provide you with what you need for your future career?
- Do you need to do further study at TAFE or at university?
- Do you need a HSC for what you are aiming for?
- Do you need to go to university for your career and hence will you need an ATAR for what you are aiming for?
- Will the Year 11 and 12 subjects be too difficult for you?
- Are you a really motivated and conscientious student?
- If you stay at school are you prepared to work hard throughout the senior school?
- Can you work independently?
- Will you accept responsibility for your own education?
- Are you prepared to spend long hours completing homework, doing assessment tasks and studying for exams?

## Who can assist you with this decision?

All of these people and organisations can offer advice on your subject selections.

### Family

- Parents, family and friends

### School

- Teachers and Head Teachers of each faculty
- Year Advisors – Ms Westbrook
- Careers Advisor – Mr Jones
- Head Teacher Secondary Studies – Mr Jones
- Deputy Principal – Mrs Vella

### Outside agencies

- TAFE Careers counsellors
- Local RTOs - Registered Training Organisations who organise apprenticeships

### References and Websites

- [www.myfuture.edu.au](http://www.myfuture.edu.au)
- [www.jobsearch.gov.au](http://www.jobsearch.gov.au)
- The Job Guide



# DEFINITIONS OF KEY TERMS

## Units

- Each subject is described as a 2 unit course and is studied for 6 lessons per fortnight.
- Students will complete 12 units in the Year 11 Preliminary course and a minimum of 10 units in the Year 12 HSC course.
- Each 2 unit course is marked out of 100.
- There are some 1 unit courses that are marked out of 50 and studied for 3 periods per fortnight.
- Each 2 unit course is offered in a line of the timetable at our school. Students must choose 6 courses in order to complete in Year 11.

## HSC – Higher School Certificate

- The qualification awarded to students at the end of Year 12 who complete all of the requirements set out by the Board of Studies.
- Students must attend regularly, attempt assessment tasks and exams and “apply themselves with diligence and sustained effort”.

## Preliminary Courses

- All senior courses are divided into two sections. The content studied in the first three terms of Year 11 is called the Preliminary Course and it is the foundation for the HSC content.
- There is no automatic progression from the Preliminary course to the HSC course.
- Students need to satisfactorily meet certain criteria in the Preliminary course before being permitted to commence the HSC course in Term 4.
- Students who do not meet all of the Preliminary requirements will not go onto the HSC section and may have to repeat all of their Year 11 courses.

## HSC Courses

- This is the second section of each senior course. It refers to the content studied from Term 4, Year 11 onwards through to Term 3, Year 12.
- The HSC exam for the subject will be largely based on the content of the HSC course, however aspects of the Preliminary course will be included as part of the HSC exam.

## NESA (NSW Education Standards Authority)

- The organisation responsible for determining the content of the courses to be studied, setting the external HSC exam and awarding the Higher School Certificate to successful students.
- There are two types of courses that NESA allows schools to offer students to study: Board Developed Courses or Board Endorsed Courses.

## Board Developed Courses - BDC

- A course that has had its syllabus developed by NESA.
- Students across the state study this common course.
- HSC examinations for these courses are set by NESA.
- All Board Developed Courses can contribute to the calculation of the ATAR.

## Board Endorsed Courses - BEC

- The second type of course that NESA allows students to study
- These courses count towards qualifying for a HSC but do not count towards the calculation of the ATAR.
- There are no final externally set examinations for these courses.
- The results from the school's internal assessment program will appear on the student's Higher School Certificate.

## **UAC - University Admissions Centre**

- In September of Year 12, students who wish to go to university must apply to the University Admission Centre nominating their preferred university and course options that they hope to gain entry into.
- All of the Board Developed Courses created by the Board of Studies have been described as either a Category A or Category B course based largely on the degree of difficulty of the course.
- Students aiming for university should study mostly Category A courses with a very limited number, if any, of Category B courses in their set of subjects.

## **ATAR – AUSTRALIAN TERTIARY ADMISSION RANK**

- A ranking of student performance, calculated by the Universities Admissions Centre to determine eligibility for entry to courses at university.
- This mark is based on the best 10 units that the student scores in his/her HSC. It must include 2 units of English with a maximum of one only Category B course in the best of 10 units included in the ATAR calculation.

## **Category A Courses**

- Category A courses are those that are considered to have sufficient academic rigour, depth of knowledge and understanding and contribute to the assumed knowledge required for study at the university.
- All Category A courses have a compulsory HSC exam and can be included in the calculation of the ATAR.

## **Category B Courses**

- This is the second group of Board Developed Courses that students can study, however, the universities have placed a restriction on the number that can be included in the calculation of the ATAR.
- Students in Year 11 can choose to study 2 category B courses but only 1 subject will count towards their ATAR.
- Students can study more than one Category B course but the marks from only their best one will be included. The courses listed below are classified as Category B courses.

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

- Courses developed by the Board of Studies in conjunction with industry representatives.
- Students can study these courses as part of their HSC and ATAR and simultaneously be working towards a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF).
- These courses are competency based with students being assessed on their demonstrated ability to meet set standards of course skills(competencies).
- No marks are awarded for these subjects.
- If a VET course is to be used in a student's calculation of their ATAR, then the student must complete the optional HSC exam and the mark is obtained from this exam performance. No internal school assessment counts toward the HSC mark.
- These courses are Category B courses.

## **EVET – Externally delivered Vocational Educational and Training Courses**

- Courses are offered by local TAFE & other private providers to Year 11 and 12 students. Students can complete these courses as part of their HSC and also gain qualifications at TAFE.
- Some of these courses are used to calculate the ATAR. Others are Board Endorsed Courses that cannot be included in the calculation of the ATAR rank.
- Courses are held on different days of the week in the afternoons from about 1:30pm until 6.00pm.
- Limited spaces are available as most of the private and public secondary schools in the Campbelltown/Macarthur district access these courses.

## Extension Courses

- Some courses have an additional section which builds on the content of the 2 unit course and requires students to study beyond the depth of the 2 unit course.
- Most extension courses are studied in the HSC year only but there are some extension courses offered in Year 11 as part of the Preliminary course e.g. Preliminary English Extension, Extension 1 Mathematics.
- Additional time is allocated to the study of these extension courses.

## Exclusions

- Exclusions arise from situations where there is the potential for overlap in the content that is studied and/or the projects that students are asked to complete.
- By restricting these, no student gains an advantage over others by any duplication of work. For example, students cannot take Early Childhood at school and Child Studies at TAFE; those doing Photography & Digital Imaging cannot study Video, Film and Media; Senior Science cannot be studied with any other Science course.
- As you read the course outlines you will see listed any exclusion that applies to that course.

## Prerequisites

- There may be courses that students need to have studied previously or concurrently in order to do a particular course in the HSC year. For example, Extension 1 Mathematics is a prerequisite for any student wishing to study the Extension 2 Mathematics course. Preliminary English Extension must be studied in conjunction with the Advanced English course. Extension 1 Mathematics must be studied in conjunction with the Mathematics course.

## Assessment

- Each course will be assessed both externally with HSC exams and internally at school.
- Internal assessment involves all students completing certain compulsory assessment tasks in each subject during their time in both Year 11 and Year 12.
- Marks are allocated to each student in each course based on the student's performance in the compulsory pieces of work e.g. exams, essays, assignments, projects, performances, etc.
- For Year 12 students, these internal assessment marks count towards 50% of their final HSC mark in each of their subjects. The other 50% of their marks will come from their performance in the HSC exams.
- The number and type of assessment tasks varies between courses and is determined by each faculty.
- Students who do not meet the due dates or fail to complete the task satisfactorily will receive 'N' Warnings.
- Students who receive a number of 'N' Warnings in a course will be deemed as having not satisfactorily completed either the Preliminary or HSC course and not be eligible to receive either their Year 11 Record of Achievement or Year 12 Higher School Certificate.
- Only those students who are deemed to be satisfactory in the Preliminary course will be permitted to proceed on to the HSC course.

## Pathways

- Students can study for their HSC over a maximum of five years. This is beneficial for students who have very busy schedules in addition to their school commitments or have medical reasons that inhibit their academic performance.
- Most students who take this option spread their studies over three years rather than the typical two years. They complete all of their Preliminary (Year 11 courses) in the first year and then spread their HSC subjects over the remaining two years.
- Students planning to do this need to discuss this carefully with the Deputy Principal.

# Qualifying to receive a HSC

To be eligible to receive a Higher School Certificate, students must:

- be enrolled at a school or TAFE
- study a permitted combination of courses(see subject requirements below)
- complete all associated Preliminary courses to a satisfactory standard
- complete the requirements of each course, including any necessary oral, practical or project work
- complete tasks designed for the internal assessment program in each HSC course at school
- sit for and make a genuine attempt at the Higher School Certificate examinations

## Subject requirements to receive a HSC

In choosing your combination of courses students must ensure that they follow a pattern that meets the following requirements:

To be eligible for the award of the Higher School Certificate, students must satisfactorily complete:

- at least 12 units (6 two unit subjects) in the Preliminary study pattern and
- at least 10 units (5 two unit subjects) in the HSC study pattern.

Both Preliminary and HSC study patterns must include:

- at least six units (3 subjects) of Board Developed Courses
- at least 2 units (1 subject) of a Board Developed Course in English
- at least three subjects of two unit value or greater

No more than six units of courses in Science can contribute to the 12 Preliminary units and the 10 HSC units required for the award of a HSC.

## Requirements to receive an ATAR

Students wishing to go to university must ensure that their subject selections also meet the following guidelines:

- Students must study and complete at least 10 units of Board Developed HSC courses
- From the units studied, the marks from the best 10 units with the compulsory inclusion of 2 units of English are used in the calculation of the ATAR
- A maximum of one Category B course can be included in the calculation of the ATAR
- Students studying VET courses must complete the optional HSC exam if they want that subject to be included in their ATAR
- Marks achieved by students in Board Endorsed Courses that they have studied will not be included in the calculation of the ATAR

# Subject Selection Process

## for Year 11, 2021

Listed below are the stages to be undertaken as part of the process for students to determine their subjects that they wish to study in Years 11 and 12.

### **Student and Parent Information Evening**

Information and subject selection booklet is given to all Year 10 students and their parents to allow them to begin making some decisions about their options after Year 10.

### **Reading through this booklet**

Families should read through this information and seek additional information and answers to their questions.

### **First Selection of 6 subjects for Year 11, 2021**

Each student will be asked to make their subject choices that they want to study in Year 11, 2021.

### **School will determine which courses are viable.**

The school will determine which courses are able to be offered based on the number of students wishing to study the subjects, the availability of staff and the problems identified by the students.

### **Subjects to be created**

The school will create the subjects that will run and will put them in lines and then the students will reselect if they have a clash in subjects.

# Frequently Asked Questions

## QUESTION

### **What sort of subjects should I do?**

## ANSWER

Choose subjects that you are interested in and enjoy. Consider subjects that you are good at and those that are related to your chosen career. Make sure that you choose subjects that you will be successful at. When choosing your subjects, be realistic and honest with yourself. Read the course outlines carefully and ask lots of questions from teachers who can give you good advice. Don't choose a subject because your friends are doing it.

## QUESTION

### **Will I get to do all of my preferred courses that I have selected?**

## ANSWER

Every effort is made to ensure that as many courses as possible are available for the students to study. But if insufficient students choose a particular course then that course will not be offered and the students would need to modify their selection of courses. Most students will get 5 of their preferred subjects and have to study a less favoured course as their sixth subject.

## QUESTION

### **How many units do I have to complete satisfactorily in Year 11?**

## ANSWER

12 units (i.e. six 2 unit courses)

## QUESTION

### **How many units do I have to complete in Year 12?**

## ANSWER

At least 10 units (i.e. five 2 unit courses)

## QUESTION

### **What type of subjects do I have to study in Year 12?**

## ANSWER

At least five 2 unit courses, including English and 2 other Board Developed courses.

## QUESTION

### **I only want to get my HSC (I don't want to go to University), what subjects do I need to do?**

## ANSWER

In Year 11, you need to choose 3 Board Developed Courses including English as one of your subjects. You can then choose the remaining 3 subjects from any of the remaining courses.

In Year 12, you must keep the 3 Board Developed Courses as part of your minimum of 5 subjects.

## QUESTION

### **What happens if I am not declared satisfactory in some or all of my subjects at the end of the Preliminary course?**

## ANSWER

This would lengthen the time that the student would have to be at school before they would have met all of the requirements for the award of a HSC. The student will not be eligible to go on and study the HSC section of these courses until the Preliminary course(s) have been completed satisfactorily. The Preliminary course(s) will have to be repeated and the student would not receive their Preliminary Record of Achievement until the following year. The HSC content of the course(s) would then have to be studied resulting in a further delay.

**QUESTION**

**What combination of Category A and B courses will allow me to get an ATAR?**

**ANSWER**

<b>OPTION 1</b>	<b>OPTION 2</b>	<b>OPTION 3</b>	<b>OPTION 4</b>
6 BDC Category A courses	5 BDC Category A courses plus, either a BDC Category B Course <b>or</b> a Board Endorsed Course (non ATAR)	4 BDC Category A courses <b>plus</b> 2 BDC Category B courses <b>N.B.</b> If English Studies, this will be the Category B course that is counted towards the ATAR	4 BDC Category A courses <b>plus</b> 1 BDC Category B course <b>plus</b> 1 Board Endorsed Course (non ATAR) <b>N.B.</b> None of the BDC courses can be dropped in Year 12.

**QUESTION**

**How many Science subjects can I study?**

**ANSWER**

It is not recommended to study more than two different science subjects unless you are an extremely academic student.

If you wish to study more than two science courses, please consult with the Head Teacher Science.

**QUESTION**

**Do the internal assessment tasks set in Year 11 count towards my HSC?**

**ANSWER**

Marks in each subject obtained during Year 11 do not count towards your final HSC mark. Only the marks obtained during the HSC courses contribute to your school assessment, which is 50% of the final HSC mark.

**QUESTION**

**How do I get into the courses offered at TAFE?**

**ANSWER**

Fill in an application form with Mr. Jones by mid Term 3. You will not know if you are successful until later in the year. You should choose 6 subjects at school and drop one of them if you get into your preferred TAFE course.

**QUESTION**

**As a senior student can I arrive late on some days and leave early on other days?**

**ANSWER**

Each student's timetable will be slightly different. All students are expected to be at school for all of their scheduled lessons. Permission to leave early or arrive late will only be granted to the relevant students as identified by their timetable. Students with study periods at the beginning or end of a day are allowed to apply for a Flexi Pass Student Central.

**QUESTION****What are Vocational Education and Training (VET) courses?****ANSWER**

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 qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and Universities and will assist students to move to various education and training sectors and employment.

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

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

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

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

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

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

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

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



	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
BDC – Cat. A Counts towards ATAR	Engineering Studies	Agriculture	Business Studies	Biology	English Advanced	Mathematics Advanced
	Industrial Tech. – Auto/Metals	Community & Family Studies	Chemistry	Design and Technology	English Standard	Mathematics Standard 2
	PDHPE	Ancient History	Food Technology	Industrial Tech. – Timber		
	Society & Culture	Physics	Music 1	Legal Studies		
	Visual Arts		Modern History			
BDC – Cat. B Can count towards ATAR	Business Services	Retail Services	Construction	Entertainment Industry	English Studies	Mathematics Standard 1
				Hospitality (Kitchen Operations)		
BEC OR CEC – Cat. C Not counted towards ATAR		Photography, Video & Digital Imaging	Exploring Early Childhood	Sport Coaching		Numeracy
		Sports, Lifestyle & Recreation				

## HOW TO CHOOSE YOUR SUBJECTS

### ATAR OPTIONS

- **6 BLUE Subjects**
- OR
- **5 BLUE Subjects** and **1 GREEN Subject**
- OR
- **5 BLUE Subjects** and **1 RED Subject**
- OR
- **4 BLUE Subjects** and **2 GREEN Subjects**
- OR
- **4 BLUE Subjects**, **1 GREEN Subject** and **1 RED Subject**

**N.B.** Students who select **English Studies** and want to receive an ATAR need to be aware that only 2 units of **Category B** courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore, **English Studies** students who want an ATAR will not be able to include any other **Category B** units and will need at least 8 units of **Category A** courses.

### NON-ATAR OPTIONS

To be eligible for an HSC, you must select at least **TWO** BDC courses from Category A or Category B in addition to the selected English course.

For example, **ENGLISH STANDARD** OR **ENGLISH STUDIES**

PLUS

- **3 BLUE Subjects**, **1 GREEN Subject** and **1 RED Subject**
- OR
- **2 BLUE SUBJECTS** and **3 RED Subjects**
- OR
- **1 BLUE Subject**, **2 GREEN Subjects** and **2 RED Subjects**
- OR
- **1 BLUE Subject**, **1 GREEN Subject** and **3 RED Subjects**
- OR
- **5 GREEN Subjects**
- OR
- **3 GREEN Subjects** and **2 RED Subjects**
- OR
- **2 GREEN Subjects** and **3 RED Subjects**

## QUESTION

**What is EVET?  
What courses are offered via EVET?**

## ANSWER

Externally delivered Vocational Education and Training (EVET)

NSW school students in Years 9–12 have the option of studying VET courses at school or through TAFE NSW or other training providers. VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration. VET is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment). Students successfully completing a VET course will be entitled to credit transfer in other courses in a similar industry after leaving school by providing their qualifications to the Tertiary Institution.

All students studying a VET course must obtain a Unique Student Identifier (USI) and provide this to the training provider at the commencement of the course.

Board Developed Industry Curriculum Framework Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services Hospitality, Information and Digital Technology, Human Services, Metal & Engineering, Primary Industries, Retail Services and Tourism, Travel & Events. These courses are Category B courses, mostly count for 4 units of HSC credit, include 70 hours of mandatory Work Placement and have an optional HSC examination and only **one** course can be counted in the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Vocational Education and Training courses are courses based on national industry Training Packages that are endorsed by the Board of Studies, Teaching and Educational Standard for inclusion as an elective in Year 9 or 10 or in the Higher School Certificate. These courses include Animal Studies, Beauty Therapy, Fashion Design Hairdressing, Locksmithing, Laboratory Skills, Plumbing, Sport and Recreation and many more. These courses mostly count for 4 units of HSC credit, do not count towards the ATAR and do not have an optional HSC examination.

- EVET courses are delivered by either a TAFENSW College or a Private Provider. These courses offer a broader range of subjects and should be closely related to future career or study plans.
- Attendance and progress requirements are very strict for EVET courses. If a student fails to attend some of the course or if they do not satisfactorily complete all work set, they will **FAIL** the course or may be withdrawn from the course.
- Numbers in these EVET courses will be limited as other schools will also be involved. Most students will only be able to choose one EVET course. If a student is not selected, they will continue to study the six subjects (12 units) chosen to study at school.
- Student Commitment – Once a student starts a course they will be expected to commit to completing the course. Students will not be permitted to change to another course.
- Travel – Students studying EVET courses must organise their own transport arrangements to the TAFE college or study venue and make their own way home at the conclusion of the class.
- Proposed timetabling – EVET courses are conducted on different days of the week with most classes in previous years commencing at 1:30pm and ending at 5:30pm.
- Student will be granted early leave passes from school upon acceptance into an EVET course and the completion and submission of an early leave application available from the Careers Advisor. Students doing courses as part of the 12 Units will be given compensatory study periods during the week.

**Students must complete a separate EVET application form, please collect and return to Mr. Jones.**

**Examples of EVET courses that have been offered in previous years  
and MAY be offered in 2021**

<b>Animal Studies (Introduction) 120 hours</b>
<b>Animal Studies (Extension) 120 hours</b>
<b>Automotive (Electrical Sound System) 120 hours</b>
<b>Automotive (Mechanical – Heavy Vehicle) 240 hours</b>
<b>Automotive (Mechanical – Light Vehicle) 120 hours</b>
<b>Automotive (Mechanical – Light Vehicle) 240 hours</b>
<b>Automotive (Mechanical – Light Vehicle) SPY 240 hours</b>
<b>Automotive (Mechanical – Light Vehicle Specialisation) 120 hours</b>
<b>Automotive (Panel Beating) 120 hours</b>
<b>Automotive (Vehicle Painting) 120 hours</b>
<b>Aviation (Flight Attendant) 120 hours</b>
<b>Beauty Therapy (Makeup) 120 hours</b>
<b>Beauty/Hairdressing COMBO 120 hours + 120 hours</b>
<b>Butchery – see ‘M’ Meat Retailing</b>
<b>Community Services Introduction (Aged Care) 120 hours</b>
<b>Community Services Introduction (Child Studies) 120 hours</b>
<b>Community Services Introduction (Child Studies) 240 hours</b>
<b>Community Services Introduction (Child Studies) SPY 240 hours</b>
<b>Community Services Introduction (Youth Work) 120 hours</b>
<b>Computer Aided Drafting (120 hours)</b>
<b>Construction (Painting &amp; Decorating) 240 hours</b>
<b>Construction (Shopfitting - Specialisation) 120 hours</b>
<b>Design Fundamentals (Graphic Design) 120 hours</b>
<b>Design Fundamentals (Graphic Design) 240 hours</b>
<b>Electrotechnology (Career Start) 120 hours</b>
<b>Electrotechnology (Career Start) 240 hours</b>
<b>Electrotechnology (Computer Assembly &amp; Repair) 120 hours</b>
<b>Fashion &amp; Textiles 120 hours</b>
<b>Financial Services 300 hours</b>
<b>Floristry 120 hours</b>
<b>Hairdressing 120 hours</b>
<b>Hairdressing 240 hours</b>
<b>Hairdressing SPY 240 hours</b>
<b>Hairdressing/Beauty COMBO 120 hours + 120 hours</b>
<b>Hospitality (Retail Baking) 240 hours</b>
<b>Human Resources 240 hours</b>
<b>Human Services (Health Services Assistance) 360 hours</b>
<b>Information &amp; Digital Technology 240 hours</b>
<b>Information &amp; Digital Technology (Specialisation) 120 hours</b>
<b>Laboratory Skills (Forensic Science) 120 hours</b>
<b>Marketing 120 hours</b>
<b>Meat Retailing (Butchery) 240 hours</b>
<b>Media (Imaging &amp; Video) 120 hours</b>
<b>Media (News) 120 hours</b>
<b>Media (Sound) 120 hours</b>

Painting & Decorating 240 hours – see 'C' Construction
Plumbing 120 hours
Plumbing 240 hours
Plumbing SPY 240 hours
Plumbing/Construction COMBO 120 hours + 120 hours
Plumbing (Specialisation) 120 hours
Signwriting (Signage) 240 hours
Sport, Fitness & Recreation 120 hours
Sport, Fitness & Recreation 240 hours
Sport, Fitness & Recreation 360 hours
Telecommunications (NBN Cabling) 240 hours
Telecommunications (Optical Broadband) 240 hours
Tourism (Travel) 120 hours
Tourism (Travel) 240 hours
Visual Arts & Contemporary Craft 120 hours

NB: Others may be offered – please check with Careers Advisor

**Please note:**

**You will need to obtain and return an application form for these EVET courses from the Careers Advisor.**

**EVET courses may be used towards HSC study units. However, 12 units of school study must be selected in the initial stages of subject selection.**

**Please see the Careers faculty for more information.**

# Category A Courses:

These courses contribute to the  
calculation of the ATAR

<b>Course: Agriculture</b>	<b>Course No: 11010</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
<p>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.</p> <p>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.</p>	
<b>Content</b>	
<b>Year 11</b>	
<ul style="list-style-type: none"> <li>• Overview (15%)</li> <li>• The Farm Case Study (25%)</li> <li>• Plant Production (30%)</li> <li>• Animal Production (30%)</li> </ul>	
<b>Year 12</b>	
<b>Core (80%)</b>	
<ul style="list-style-type: none"> <li>• Plant/Animal Production (50%)</li> <li>• Farm Product Study (30%)</li> </ul>	
<b>Elective (20%)</b>	
Choose ONE of the following electives to study:	
<ul style="list-style-type: none"> <li>• Agri-food, Fibre and Fuel Technologies</li> <li>• Climate Challenge</li> <li>• Farming for the 21<sup>st</sup> Century</li> </ul>	
<b>Course Requirements</b>	
Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.	
<b>Cost:</b> \$15 per year	
<b>Contact:</b> Mr A. Tann – Head Teacher Science	

<b>Course: Ancient History</b>	<b>Course No: 11020</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
<p>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.</p> <p>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.</p>	
<b>Content</b>	
<b>Year 11</b>	
<p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>• Investigating Ancient History (60 indicative hours including ‘The Nature of Ancient History’ and ‘Case Studies’) <ul style="list-style-type: none"> <li>- Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies.</li> </ul> </li> <li>• Features of Ancient Societies (40 indicative hours) <ul style="list-style-type: none"> <li>- Students study at least two ancient societies.</li> </ul> </li> <li>• Historical Investigation (20 indicative hours)</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>	
<b>Year 12</b>	
<p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> <li>• Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)</li> <li>• One ‘Ancient Societies’ topic (30 indicative hours)</li> <li>• One ‘Personalities in their Times’ topic (30 indicative hours)</li> <li>• One ‘Historical Periods’ topic (30 indicative hours)</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<b>Course Requirements</b>	
<b>Year 11</b>	
<p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> <li>• One case study must be from Egypt, Greece, Rome or Celtic Europe, and</li> <li>• One case study must be from Australia, Asia, the Near East or the Americas.</li> </ul>	
<b>Year 12</b>	
<p>The course requires study from at least two of the following areas:</p> <ul style="list-style-type: none"> <li>• Egypt</li> <li>• Near East</li> <li>• China</li> <li>• Greece</li> <li>• Rome.</li> </ul>	
<b>Contact:</b> Mrs M. Dunn – Head Teacher HSIE	

<b>Course: Biology</b>	<b>Course No: 11030</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<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><u>Year 11</u></b>	
The Year 11 course consists of four modules.	
<ul style="list-style-type: none"> <li>• <b>Module 1</b> Cells as the Basis of Life</li> <li>• <b>Module 2</b> Organisation of Living Things</li> <li>• <b>Module 3</b> Biological Diversity</li> <li>• <b>Module 4</b> Ecosystem Dynamics</li> </ul>	
<b><u>Year 12</u></b>	
The Year 12 course consists of four modules.	
<ul style="list-style-type: none"> <li>• <b>Module 5</b> Heredity</li> <li>• <b>Module 6</b> Genetic Change</li> <li>• <b>Module 7</b> Infectious Disease</li> <li>• <b>Module 8</b> Non-infectious Disease and Disorders</li> </ul>	
<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>Contact:</b> Mr A. Tann – Head Teacher Science	



<b>Course: Business Studies</b>	<b>Course No: 11040</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
<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>	
<b>Content</b>	
<b><u>Year 11 Course</u></b>	
<ul style="list-style-type: none"> <li>• Nature of business (20%) – the role and nature of business</li> <li>• Business management (40%) – the nature and responsibilities of management</li> <li>• Business planning (40%) – establishing and planning a small to medium enterprise</li> </ul>	
<b><u>Year 12 Course</u></b>	
<ul style="list-style-type: none"> <li>• Operations (25%) – strategies for effective operations management</li> <li>• Marketing (25%) – development and implementation of successful marketing strategies</li> <li>• Finance (25%) – financial information in the planning and management of business</li> <li>• Human resources (25%) – human resource management and business performance</li> </ul>	
<b>Contact:</b> Mrs M. Dunn – Head Teacher HSIE	

<b>Course: Chemistry</b>	<b>Course No: 11050</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
<p>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.</p> <p>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.</p>	
<b>Content</b>	
<b><u>Year 11</u></b>	
The Year 11 course consists of four modules.	
<ul style="list-style-type: none"> <li>• <b>Module 1</b> Properties and Structure of Matter</li> <li>• <b>Module 2</b> Introduction to Quantitative Chemistry</li> <li>• <b>Module 3</b> Reactive Chemistry</li> <li>• <b>Module 4</b> Drivers of Reactions</li> </ul>	
<b><u>Year 12</u></b>	
The Year 12 course consists of four modules.	
<ul style="list-style-type: none"> <li>• <b>Module 5</b> Equilibrium and Acid Reactions</li> <li>• <b>Module 6</b> Acid/base Reactions</li> <li>• <b>Module 7</b> Organic Chemistry</li> <li>• <b>Module 8</b> Applying Chemical Ideas</li> </ul>	
<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>	
<b>Contact:</b> Mr A. Tann – Head Teacher Science	

<b>Course: Community and Family Studies</b>	<b>Course No: 11060</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
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.	
<b>Content</b>	
<b><u>Year 11</u></b>	
<ul style="list-style-type: none"> <li>• <b>Resource Management:</b> Basic concepts of the resource management process (approximately 20% of course time).</li> <li>• <b>Individuals and Groups:</b> The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>• <b>Families and Communities:</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul>	
<b><u>Year 12</u></b>	
<ul style="list-style-type: none"> <li>• <b>Research Methodology:</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>• <b>Groups in Context:</b> The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>• <b>Parenting and Caring:</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul>	
<b><u>Year 12 Option Modules</u></b>	
Select <b>one</b> of the following (approximately 25% of course time):	
<ul style="list-style-type: none"> <li>• <b>Family and Societal Interactions:</b> Government and community structures that support and protect family members throughout their lifespan.</li> <li>• <b>Social Impact of Technology:</b> The impact of evolving technologies on individuals and lifestyle.</li> <li>• <b>Individuals and Work:</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>	
<b>Course Requirements</b>	
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.	
<b>Contact:</b> Mrs C. Foster – Head Teacher Home Economics	

<b>Course: Design and Technology</b>	<b>Course No: 11080</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
<p>The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>	
<b>Content</b>	
<b><u>Year 11</u></b>	
Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.	
<b><u>Year 12</u></b>	
Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.	
<b>Course Requirements</b>	
<p>In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings, which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.</p> <p>In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>	
<b>Cost: \$50</b>	
<b>Contact: Mr S. Woodhouse – Head Teacher Industrial Arts</b>	

<b>Course: Engineering Studies</b>	<b>Course No: 15120</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
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.	
<b>Content</b>	
<b><u>Year 11</u></b>	
Students undertake the study of 4 compulsory modules:	
<ul style="list-style-type: none"> <li>• 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</li> <li>• one focus module relating to the field of Biomedical engineering.</li> </ul>	
<b><u>Year 12</u></b>	
Students undertake the study of 4 compulsory modules:	
<ul style="list-style-type: none"> <li>• two application modules relating to the fields of Civil structures and Personal and public transport</li> <li>• two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.</li> </ul>	
<b>Course Requirements</b>	
<i>Engineering Report</i>	
<b><u>Year 11</u></b>	
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.	
<b><u>Year 12</u></b>	
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.	
<b>Contact:</b> Mr S. Woodhouse – Head Teacher Industrial Arts	

<b>Course: English Standard</b>	<b>Course No: 11130</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions:</b> English Advanced; English Studies; English EAL/D; English Extension
<b>Course Description</b>	
<p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways 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.</p> <p>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.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>	
<b>Content</b>	
<b>Year 11</b>	
The course has two sections:	
<ul style="list-style-type: none"> <li>• Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</li> <li>• Two additional modules: <i>Close Study of Literature</i> and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning.</li> </ul>	
<b>Year 12</b>	
The course has two sections:	
<ul style="list-style-type: none"> <li>• The HSC Common Content consists of one module <i>Texts and Human Experiences</i> 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.</li> <li>• Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> </ul>	
<b>Course Requirements</b>	
Across the English Standard Stage 6 Course students are required to study:	
<ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <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>• texts with a wide range of cultural, social and gender perspectives.</li> </ul>	
<b>Year 11</b>	
Students are required to study:	
<ul style="list-style-type: none"> <li>• one complex multimodal or digital text in Module A (this may include the study of film)</li> <li>• 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</li> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• a wide range of additional related texts and textual forms.</li> </ul>	
<b>Year 12</b>	
Students are required to study:	
<ul style="list-style-type: none"> <li>• 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</li> <li>• at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i></li> <li>• at least one related text in the <i>Common Module: Texts and Human Experiences</i>.</li> </ul>	
<b>Contact:</b> Mr M. Wilson – Head Teacher English	

<b>Course: English Advanced</b>	<b>Course No: 11140</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions:</b> English Standard; English Studies; English EAL/D
<b>Course Description</b>	
<p>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.</p> <p>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.</p> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>	
<b>Content</b>	
<b><u>Year 11</u></b>	
The course has two sections:	
<ul style="list-style-type: none"> <li>• Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</li> <li>• Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.</li> </ul>	
<b><u>Year 12</u></b>	
The course has two sections:	
<ul style="list-style-type: none"> <li>• The HSC Common Content consists of one module <i>Texts and Human Experiences</i> 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.</li> <li>• 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.</li> </ul>	
<b>Course Requirements</b>	
Across the English Advanced Stage 6 course students are required to study:	
<ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <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>• texts with a wide range of cultural, social and gender perspectives.</li> </ul>	
<b><u>Year 11</u></b>	
Students are required to study:	
<ul style="list-style-type: none"> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• a wide range of additional related texts and textual forms.</li> </ul>	
<b><u>Year 12</u></b>	
Students are required to study:	
<ul style="list-style-type: none"> <li>• at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry <b>or</b> drama. The remaining text may be film <b>or</b> media <b>or</b> a nonfiction text <b>or</b> may be selected from one of the categories already used</li> <li>• at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i></li> <li>• at least one related text in the <i>Common Module: Texts and Human Experiences</i>.</li> </ul>	
<b>Contact:</b> Mr M. Wilson – Head Teacher English	

<b>Course: English Extension</b>	<b>Course No:</b> Preliminary Extension - 11150 <b>Course No:</b> Extension 1 - 15160 <b>Course No:</b> Extension 2 - 15170
1 unit for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course  <b>Prerequisites</b> (a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2	<b>Exclusions:</b> English Standard; English Studies; English EAL/D
<b>Course Description</b>  In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.  In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.  In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.	
<b>Content</b>  <b>Year 11</b> The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.  <b>Year 12</b> <u>English Extension 1 course</u> – The course has one common module, <i>Literary Worlds</i> , with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.  The electives are: <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> <u>English Extension 2 course</u> – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.	
<b>Course Requirements</b>  Across Stage 6 the selection of texts should give students experience of the following as appropriate: <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> <b>Year 11</b> Students are required to: <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>	



## **Year 12**

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

**Contact:** Mr M. Wilson – Head Teacher English

<b>Course: Food Technology</b>	<b>Course No: 11180</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
<p>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.</p> <p>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.</p>	
<b>Content</b>	
<b>Year 11</b>	
<ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul>	
<b>Year 12</b>	
<ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>	
<b>Course Requirements</b>	
<p>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.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	
<b>Cost:</b> \$50 per year	
<b>Contact:</b> Mrs C. Foster – Head Teacher Home Economics	

<b>Course: Industrial Technology – Automotive</b>	<b>Course No: 11200</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
<b>Course Description</b>	
<p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>	
<b>Content</b>	
<b>Year 11</b>	
The following sections are taught in relation to the relevant focus area:	
<ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li> <li>• Design – elements and principles, types of design, quality, influences affecting design (10%)</li> <li>• 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%)</li> <li>• Production – display a range of skills through the construction of a number of projects (40%)</li> <li>• Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li> </ul>	
<b>Year 12</b>	
The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:	
<ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Major Project (60%) <ul style="list-style-type: none"> <li>○ Design, Management and Communication</li> <li>○ Production</li> </ul> </li> <li>• Industry Related Manufacturing Technology (25%)</li> </ul>	
<b>Course Requirements</b>	
<p>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.</p> <p>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.</p>	
<b>Cost:</b> \$60 per year	
<b>Contact:</b> Mr S. Woodhouse – Head Teacher Industrial Arts	

<b>Course: Industrial Technology – Timber</b>	<b>Course No: 11200</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
<b>Course Description</b>	
<p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>	
<b>Content</b>	
<b>Year 11</b>	
The following sections are taught in relation to the relevant focus area:	
<ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li> <li>• Design – elements and principles, types of design, quality, influences affecting design (10%)</li> <li>• 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%)</li> <li>• Production – display a range of skills through the construction of a number of projects (40%)</li> <li>• Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li> </ul>	
<b>Year 12</b>	
The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:	
<ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Major Project (60%) <ul style="list-style-type: none"> <li>○ Design, Management and Communication</li> <li>○ Production</li> </ul> </li> <li>• Industry Related Manufacturing Technology (25%)</li> </ul>	
<b>Course Requirements</b>	
<p>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.</p> <p>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.</p>	
<b>Cost:</b> \$60 per year	
<b>Contact:</b> Mr S. Woodhouse – Head Teacher Industrial Arts	

<b>Course: Legal Studies</b>	<b>Course No: 11220</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
<p>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.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<b>Content</b>	
<b>Year 11</b>	
<ul style="list-style-type: none"> <li>• Part I – The Legal System (40% of course time)</li> <li>• Part II – The Individual and the Law (30% of course time)</li> <li>• Part III – The Law in Practice (30% of course time)</li> </ul> <p>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. <b>This section may be integrated with Part I and Part II.</b></p>	
<b>Year 12</b>	
<ul style="list-style-type: none"> <li>• Core Part I: Crime (30% of course time)</li> <li>• Core Part II: Human Rights (20% of course time)</li> <li>• Part III: Two options (50% of course time)</li> </ul> <p><b>Two options are chosen from:</b></p> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environment and protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order.</li> </ul> <p>Each topic's <b>themes and challenges</b> should be integrated into the study of the topic.</p>	
<b>Course Requirements</b>	
No special requirements	
<b>Contact:</b> Mrs M. Dunn – Head Teacher HSIE	

2 units Year 11 (Preliminary) and Year 12 (HSC)  
Board Developed Course

**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.

**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.

**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 comprises of 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:

**Year 11**

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

**Year 12**

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

**Contact:** Mr M. Lee – Head Teacher Mathematics

**Course: Mathematics Advanced****Course No: 11255**

2 units Year 11 (Preliminary) Board Developed Course  
2 units Year 12 (HSC) Board Developed Course

**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.

**Exclusions**

Students may **not** study the Mathematics Standard Year 11 course in conjunction with the Mathematics Advanced 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 Advanced Year 12 course.

**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:

**Year 11**

Topic: Functions

- Working with Functions

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials



Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

**Year 12**

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

**Contact:** Mr M. Lee – Head Teacher Mathematics

**Course: Mathematics Extension****Course No: 11250**

1 unit Year 11 (Preliminary) Board Developed Course  
1 unit Year 12 (HSC) Board Developed Course

**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 Theorems
- Functions and Other Graphs.

**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.

**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 Advanced 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:

**Year 11**

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

**Year 12**

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

**Contact:** Mr M. Lee – Head Teacher Mathematics

<b>Course: Modern History</b>	<b>Course No: 11270</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
<p>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.</p> <p>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.</p>	
<b>Content</b>	
<b><u>Year 11</u></b>	
<p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>• Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’) <ul style="list-style-type: none"> <li>- Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies.</li> </ul> </li> <li>• Historical Investigation (20 indicative hours)</li> <li>• The Shaping of the Modern World (40 indicative hours) <ul style="list-style-type: none"> <li>- At least one study from ‘The Shaping of the Modern World’ is to be undertaken.</li> </ul> </li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>	
<b><u>Year 12</u></b>	
<p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> <li>• Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)</li> <li>• One ‘National Studies’ topic (30 indicative hours)</li> <li>• One ‘Peace and Conflict’ topic (30 indicative hours)</li> <li>• One ‘Change in the Modern World’ topic (30 indicative hours)</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<b>Course Requirements</b>	
<b><u>Year 11</u></b>	
<p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> <li>• One case study must be from Europe, North America or Australia, and</li> <li>• One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</li> </ul>	
<b><u>Year 12</u></b>	
<p>Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.</p>	
<b>Contact: Mrs M. Dunn – Head Teacher HSIE</b>	

<b>Course: Music 1</b>	<b>Course No: 11290</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC)	<b>Exclusions:</b> Music 2 and Music Extension; 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 Developed Course	
<b>Content</b>	
<b><u>Year 11</u></b>	
<p>In the Preliminary course, 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. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.</p>	
<b><u>Year 12</u></b>	
<p>In the HSC course, 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. Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</p>	
<b>Course Requirements</b>	
<b><u>Year 12</u></b>	
Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.	
<b>Cost:</b> \$20 per year	
<b>Contact:</b> Mrs J. Gauci – Head Teacher CAPA	

<b>Course: Personal Development, Health and Physical Education</b>	<b>Course No: 11060</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
<p>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 have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>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.</p>	
<b>Content</b>	
<b><u>Year 11</u></b>	
<b>Core Topics (60%)</b>	
<ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul>	
<b>Optional Component (40%)</b>	
Students select <b>two</b> of the following options:	
<ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul>	
<b><u>Year 12</u></b>	
<b>Core Topics (60%)</b>	
<ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul>	
<b>Optional Component (40%)</b>	
Students select <b>two</b> of the following options:	
<ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>	
<b>Course Requirements</b>	
In addition to core studies, students select <b>two</b> options in each of the Preliminary and HSC courses.	
<b>Contact:</b> Mr S. Walsh – Head Teacher PDHPE	

<b>Course: Physics</b>	<b>Course No: 11310</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
<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 they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p>	
<b>Content</b>	
<b><u>Year 11</u></b>	
The Year 11 course consists of four modules.	
<ul style="list-style-type: none"> <li>• <b>Module 1</b> Kinematics</li> <li>• <b>Module 2</b> Dynamics</li> <li>• <b>Module 3</b> Waves and Thermodynamics</li> <li>• <b>Module 4</b> Electricity and Magnetism</li> </ul>	
<b><u>Year 12</u></b>	
The Year 12 course consists of four modules.	
<ul style="list-style-type: none"> <li>• <b>Module 5</b> Advanced Mechanics</li> <li>• <b>Module 6</b> Electromagnetism</li> <li>• <b>Module 7</b> The Nature of Light</li> <li>• <b>Module 8</b> From the Universe to the Atom</li> </ul>	
<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>	
<b>Contact:</b> Mr A. Tann – Head Teacher Science	

<b>Course: Society and Culture</b>	<b>Course No: 11350</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
<p>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).</p>	
<b>Content</b>	
<b>Year 11</b>	
<ul style="list-style-type: none"> <li>• The Social and Cultural World – the interactions between persons and groups within societies</li> <li>• Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings</li> <li>• Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them</li> </ul>	
<b>Year 12</b>	
<b>Core</b>	
<ul style="list-style-type: none"> <li>• 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</li> <li>• The Personal Interest Project (PIP) – an individual research project</li> </ul>	
<b>Depth Studies</b>	
Two to be chosen from:	
<ul style="list-style-type: none"> <li>• Popular Culture – the interconnection between popular culture, society and the individual</li> <li>• Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity</li> <li>• Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures</li> <li>• Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples’ attitudes and behaviours.</li> </ul>	
<b>Course Requirements</b>	
Completion of Personal Interest Project.	
<b>Contact:</b> Mrs M. Dunn – Head Teacher HSIE	



<b>Course: Visual Arts</b>	<b>Course No: 11380</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<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.
<b>Course Description</b>	
<p><b><u>Year 11</u></b> Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.</p> <p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• the nature of practice in artmaking, art criticism and art history through different investigations</li> <li>• the role and function of artists, artworks, the world and audiences in the artworld</li> <li>• the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>• how students may develop meaning and focus and interest in their work</li> <li>• building understandings over time through various investigations and working in different forms.</li> </ul> <p>While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.</p>	
<p><b><u>Year 12</u></b> 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.</p> <p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• how students may develop their practice in artmaking, art criticism, and art history</li> <li>• how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>• how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>• how students may further develop meaning and focus in their work.</li> </ul>	
<b>Course Requirements</b>	
<p><b><u>Year 11</u></b></p> <ul style="list-style-type: none"> <li>• Artworks in at least two expressive forms and use of a process diary</li> <li>• A broad investigation of ideas in art making, art criticism and art history.</li> </ul>	
<p><b><u>Year 12</u></b></p> <ul style="list-style-type: none"> <li>• Development of a body of work and use of a process diary</li> <li>• A minimum of five Case Studies (4–10 hours each)</li> <li>• Deeper and more complex investigations in art making, art criticism and art history.</li> </ul>	
<b>Cost:</b> \$30 year 11 & \$40 year 12	
<b>Contact:</b> Mrs V. Savignano – Head Teacher CAPA	

# **Category B Courses:**

## **Board Developed VET Courses**

**These courses will contribute towards the calculation of the ATAR. There is an optional HSC exam at the completion of the course. If a student wants to achieve an ATAR then they can choose a maximum of two of these courses but only one can be used in the calculation of the ATAR.**

<b>Course: English Studies</b>	<b>Course No: 30105</b>
2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course	<b>Exclusions:</b> English Advanced; English Standard; English EAL/D; English Extension
<b>Course Entry Guidelines</b>	
<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>	
<b>Course Description</b>	
<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>	
<b>Content</b>	
<b>Year 11</b>	
<ul style="list-style-type: none"> <li>• Students study the mandatory module <i>Achieving through English: English in education, work and community</i> 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>	
<b>Year 12</b>	
<ul style="list-style-type: none"> <li>• The HSC Common Content consists of one module <i>Texts and Human Experiences</i> 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>	
<b>Course Requirements</b>	
<p>Across the English Studies Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <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>• texts with a wide range of cultural, social and gender perspectives.</li> </ul>	
<b>Year 11 and Year 12</b>	
<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>	
<b>Year 12</b>	
<p>In addition to the above requirements, students in Year 12 only are required to:</p> <ul style="list-style-type: none"> <li>• study ONE text from the prescribed text list and one related text for the <i>Common Module – Texts and Human Experiences</i>.</li> </ul>	
<b>Contact:</b> Mr M. Wilson – Head Teacher English	

2 units Year 11 (Preliminary) and Year 12 (HSC)  
Board Developed Course

**Prerequisites**

The Mathematics Standard 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 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.

**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.

**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.
- 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:

**Year 11**

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

**Year 12**

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

**Contact:** Mr M. Lee – Head Teacher Mathematics

# **Category B Courses:**

## **Board Developed VET Courses**

**These courses will contribute towards the calculation of the ATAR. There is an optional HSC exam at the completion of the course. If a student wants to achieve an ATAR then they can choose a maximum of two of these courses but only one can be used in the calculation of the ATAR.**



Course: **Business Services**  
units in total  
Board Developed Course  
(ATAR)

2 or 4 Preliminary and/or HSC

Category B for Australian Tertiary Admission Rank

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

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

**Core**

BSBWHS201 Contribute to health and safety of self and others

**Electives**

BSBCUS201 Deliver a service to customers

BSBSUS201 Participate in environmentally sustainable work practices

BSBIND201 Work effectively in a business environment

BSBINM201 Process and maintain workplace information

BSBINN201 Contribute to workplace innovation

BSBCMM201 Communicate in the workplace

BSBITU211 Produce digital text documents

BSBITU212 Create and use spread sheets

BSBWOR204 Use business technology

**NB Delete two units not being studied from the following prior to printing:**

BSBINM202 Handle mail AND

BSBWOR202 Organise and complete daily work activities  
OR

BSBITU213 Use digital technologies to communicate remotely AND

BSBITU312 Create electronic presentations

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

TLIP2029 Prepare and process financial documents

BSBITU307 Develop keyboarding speed and accuracy

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

**Recommended Entry Requirements**

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

Examples of occupations in the business services industry:

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

**Mandatory HSC Course Requirements**

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: Resources \$**

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

**Consumables \$****Other \$**

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

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

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

Course: **Construction**  
Board Developed Course

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

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

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

**Units of Competency**

**Core**

- CPCCCM1012A Work effectively and sustainably in the Construction Industry
- CPCCWHS2001 Apply WHS requirement, policies and procedures in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications

**Electives**

- CPCCCA2011A Handle carpentry materials
- CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground
- CPCCCO2013A Carry out concreting to simple form
- CPCCCA2002B Use carpentry tools and equipment
- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

OR

- CPCCWF2001A Handle wall and floor tiling materials
- CPCCWF2002A Use wall and floor tiling tools and equipment

OR

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

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

CPCCCM2006B Apply basic levelling procedures  
CPCCWHS1001 - Prepare to work safely in the construction industry.  
Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.

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

**Recommended Entry Requirements**

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

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

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

**Mandatory HSC Course Requirements**

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: Resources \$**  
Arrangements on a pro-rata basis

**Consumables \$**

**Other (eg: White Card) \$**

**Refund**

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

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

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



Course: **Entertainment Industry**  
Board Developed Course

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

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

**Statement of Attainment towards**

**CUA30415 Certificate III in Live Production and Services**  
Based on CUA Creative Arts and Culture Training Package  
Version 4.1 (CUA 4.1)

**Units of Competency**

**Core**

CPCCOHS1001A Work safely in the construction industry  
CUAIND301 Work effectively in the creative arts industry  
CUAWHS302 Apply work health and safety practices  
SITXCCS303 Provide service to customers

**Electives**

CUSSOU301 Undertake live audio operations  
CUASTA301 Assist with production operations for live performances  
CUALGT301 Operate basic lighting  
CUASOU301 Undertake live audio operations  
CUAVSS302 Operate vision systems  
CUASOU306 Operate sound reinforcement systems  
CUASTA202 Assist with bump in and bump out of shows  
CUASMT301 Work effectively backstage during performances  
BSBCMM201 Communicate in the workplace

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

**Additional requirement: Entertainment Industry Specialisation Course**

1 HSC unit only

To receive the full qualification CUA30415 Certificate III in Live Production and Services students must be deemed competent in all units from the 4 unit Preliminary and HSC course listed above and the units in the specialisation course outlined below.

**Units of Competency**

BSBWOR301 Organise personal work priorities and development  
CUAPPR304 Participate in collaborative creative projects  
CUALGT304 Install and operate follow spots

**Recommended Entry Requirements**

Students selecting this course should be interested in working on the technical production operations of the Entertainment Industry. The course **is not** about performance and entertaining others. Students will study Audio, Customer Service, Lighting, Safety, Staging, Vision and working in the Entertainment Industry and workplace. Students should be able to lift and carry equipment for a successful bump in and bump out, work safely, follow direct instructions from their teacher/supervisor, work with others and communicate clearly. There will be out of class homework, research activities and cluster based assessments to complete. Students studying this course would benefit further from working on events outside of the school environment and not just within. Some events that students work on could be outside of normal school hours.

**Examples of occupations in the entertainment industry**

sales/merchandising assistant	front of house assistant	cinema projectionist	technical assistant
box office assistant	lighting technician	props designer	marketing and promotions
	sound technician	event assistant	

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours of 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 HSC examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: Resources \$**

**Consumables \$**

**Other \$**

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

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

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

Course: **Primary Industries**  
Board Developed Course

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

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

**AHC20116 Certificate II Agriculture**

Based on AHC – Agriculture, Horticulture and Conservation & Land Management Training Package Version 4

**Units of Competency**

**Core**

- AHCWHS201 Participate in work, health and safety processes
- AHCWRK209 Participate in environmentally sustainable work practices
- AHCWRK204 Work Effectively in the industry

**Electives**

- AHCINF202 **Install, maintain and repair fencing OR**
- AHCINF201 **Carry out basic electric fencing**
- AHCMOM202 Operate tractors
- AHCWRK201 Observe and report on the weather

**Pest Management**

- AHCPMG201 Treat weeds
- AHCCHM201 Apply chemical under supervision

**Livestock**

- AHCLSK202 Care for health and welfare of livestock
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK211 Provide feed for livestock
- AHCLSK204 Carry out regular livestock observation

- AHCLSK206 Identify and mark livestock
- AHCLSK209 Monitor water supplies

**Production Horticulture**

- AHPCPM201 Recognise plants
- AHCNSY203 Undertake propagation activities

**Soils and Media**

- AHCSOL202 Assist with soil or growing media sampling and testing

**Biosecurity**

- AHC BIO201 Inspect and clean machinery for plant, animal and soil material

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

**Recommended Entry Requirements**

Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They will be required to attend out of school hours activities e.g. showing livestock at local agricultural show, tending to the livestock. There will be out of class homework, research activities and assignments.

**Examples of occupations in Primary Industries**

- animal attending
- dairy farming
- livestock rearing and breeding
- poultry production
- beef production
- nursery worker
- horticulture
- crop production
- horse care
- pest and disease control
- sheep and wool production

**Mandatory HSC Course Requirements.**

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

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

The Higher School Certificate examination for Primary 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 items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: Resources \$**  
**Refund Arrangements on a pro-rata basis**

**Consumables \$**  
**Please see your VET teacher to enquire about financial assistance**

**Other \$**

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

Course: **Retail Services**  
Board Developed Course

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

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

**SIR30216 Certificate III in Retail**

Based on SIR Retail Services Training Package Release 4.0

**Units of Competency**

**Core**

SIRXCEG001	Engage the customer
SIRXCEG002	Assist with customer difficulties
SIRXCEG003	Build customer relationships and loyalty
SIRXCOM002	Work effectively in a team
SIRXIND001	Work effectively in a service environment
SIRXRSK001	Identify and respond to security risks
SIRXSLS001	Sell to retail customer
SIRXWHS002	Contribute to workplace health and safety

**Electives**

SIRXIND002	Organise and maintain the store environment
SIRRINV002	Control stock
SIRRMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock

**Additional for HSC requirements**

SIRXSLS002	Follow point of sale procedures
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**Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.**

**Recommended Entry Requirements**

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

**Example of occupations in the Retail Industry**

- |                              |                      |
|------------------------------|----------------------|
| ▪ buyer                      | ▪ sales person       |
| ▪ customer service assistant | ▪ visual merchandise |
| ▪ stock controller           | ▪ merchandise        |

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: Resources \$**

**Consumables \$**

**Other \$**

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

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

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

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

# Category C Courses: Board Endorsed & Content Endorsed Courses

These courses DO NOT contribute towards the calculation of the ATAR. There is no formal HSC exam at the end of the course. Some of these courses are also VET courses where compulsory work placement is required.

<b>Course: Exploring Early Childhood</b>	<b>Course No: 31010</b>
Content Developed Course	<b>Exclusions: Nil</b>
<b>Course Description</b>	
<p>Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"> <li>• develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years</li> <li>• recognise the uniqueness of all children, including those who have special needs</li> <li>• become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play</li> <li>• identify the range of services developed and provided for young children and their families</li> <li>• consider the role of family and community in the growth, development and learning of young children</li> <li>• reflect upon potential implications for themselves as adults, in relation to young children</li> <li>• understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families</li> <li>• become aware of the work opportunities available in the area of children's services.</li> </ul>	
<b>Contact:</b> Mrs C. Foster – Head Teacher Home Economics	

<b>Course: Photography, Video and Digital Imaging</b>	<b>Course No: 35226</b>
Content Developed Course	<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><b>Course Description</b></p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>	
<p><b>Content</b></p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>• Wet Photography</li> <li>• Video</li> <li>• Digital Imaging.</li> </ul> <p>Modules include:</p> <ul style="list-style-type: none"> <li>• Introduction to the Field</li> <li>• Developing a Point of View</li> <li>• Traditions, Conventions, Styles and Genres</li> <li>• Manipulated Forms</li> <li>• The Arranged Image</li> <li>• Temporal Accounts.</li> </ul> <p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>	
<p><b>Course Requirements</b></p> <p>Students are required to keep a diary throughout the course.</p>	
<p><b>Cost:</b> \$65 per year</p>	
<p><b>Contact:</b> Mrs V. Savignano – Head Teacher CAPA</p>	

<b>Course: Sport, Lifestyle and Recreation Studies</b>	<b>Course No: 35015</b>
Content Developed Course	<b>Exclusions:</b> Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
<p><b>Course Description</b></p> <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>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.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>• knowledge and understanding of the principles that impact on quality of performance</li> <li>• an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>• a capacity to influence the participation and performance of self and others.</li> </ul>	
<p><b>Content</b></p> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> <li>• Aquatics</li> <li>• Athletics</li> <li>• First Aid</li> <li>• Fitness</li> <li>• Specific Sports</li> <li>• Gymnastics</li> <li>• Outdoor Recreation</li> <li>• Sports Administration</li> <li>• Coaching</li> <li>• Social Perspectives of Sport</li> <li>• Healthy Lifestyle.</li> </ul>	
<b>Contact:</b> Mr S. Walsh – Head Teacher PDHPE	

## 2021 SPORT COACHING COURSE DESCRIPTION

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



Education

Course: **Sport Coaching – Certificate III**  
Board Endorsed Course

4 Preliminary and/or HSC units in total

Does not contribute to the Australian Tertiary Admission Rank (ATAR)

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

**SIS30519 Certificate III in Sport Coaching**  
**Based on the Sport, Fitness and Recreation Training Package**  
**Version 1.0 (SIS v4)**

Units of Competency

**Core**

HLTWHS001	Participate in workplace health and safety
SISSSCO002	Work in a community coaching role
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO003	Meet participant coaching needs
BSBRK401	Identify risk and apply risk management procedures
HLTAID003	Provide first aid (To be delivered by an external RTO or via IVET for approved trainers from RTO 90072)

**Electives**

SISSCO012	Coach sports participants up to an intermediate level
SISXIND006	Conduct sport, fitness and recreation events

**\*Complete 2 out of these 3 Units of Competency**  
**SISXCAI009** Instruct strength and conditioning techniques  
**SISSSOF002** Continuously improve officiating skills and knowledge  
**SISXDIS001** Facilitate inclusion for people with a disability

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

**Recommended Entry Requirements**

Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.

**Examples of occupations in the sport, fitness and recreation industry:**

- Sports Coach or Trainer
- Assistant Coach
- Sport Administration Officer
- Sports Official
- Sports Event Manager
- Team Manager

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment** There is no Higher School Certificate (HSC) examination for the Sport Coaching course.

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: Resources \$****Consumables \$****Other \$**

The First Aid certificate is delivered by (select one) an external RTO OR the class teacher via IVET at a cost of \$

**Refund Arrangements on a pro-rata basis****Please see your VET teacher to enquire about financial assistance**

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

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



<b>Course: Work Studies</b>	<b>Course No: 35201</b>
Content Developed Course	<b>Exclusions: Nil</b>
<b>Structure of the course</b>	
<p>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.</p> <p><u>Core</u> - My Working Life</p> <p><u>Modules</u> - There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.</p>	
<b>Nature of the course</b>	
<p>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.</p> <p>The <i>Work Studies CEC</i> 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 <i>Work Studies</i> 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.</p> <p>The Work Studies course will assist students to:</p> <ul style="list-style-type: none"> <li>• recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities</li> <li>• develop an understanding of the changing nature of work and the implications for individuals and society</li> <li>• undertake work placement to allow for the development of specific job-related skills</li> <li>• acquire general work-related knowledge, skills and attitudes, transferable across different occupations</li> <li>• develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.</li> </ul>	
<b>Contact:</b> Mrs C. Foster – Head Teacher Home Economics	

**S.E.T.  
PATHWAYS  
NON – ATAR  
ALTERNATIVE  
PROGRAM**

## SET Pathways

In 2021, Picton High School will be offering an alternative study pattern for our Year 11 students who are interested in pursuing a pathway with an emphasis on early transition into the workforce. The SET Pathway (Study, Employment, TAFE) has been established so that those students who are reluctantly returning to Year 11 can be provided with employability skills whilst also undertaking a HSC. Our aim is to establish a discreet class of students who will be enrolled into the same pattern of study over the two-year program. The SET pathway has been established so that the students will only attend school for 3 days a week. They will be enrolled into TAFE for the 4th day of the week and they will be either working or participating in work experience for the 5<sup>th</sup> day. We are planning on the following options:

Units	COURSE NAME	BOARD DEVELOPED/ CONTENT ENDORSED	HSC EXAM
2	English Studies	Board Developed	No
2	Mathematics Standard 1/Numeracy	Board Developed	No
2	VET Course 1 e.g. Business Services, Entertainment Industry, Hospitality (Kitchen Operations), Metals & Engineering	Board Developed	No
2	VET Course 2 e.g. Business Services, Entertainment Industry, Hospitality (Kitchen Operations), Metals & Engineering	Board Developed	No
2	Work Studies	Content Endorsed	No
2	TAFE	Board Approved	No

Once the class has been established, a meeting will be held with the SET Pathway students to negotiate which two VET classes they would be interested in undertaking. Work Studies will only be allocated a minimal number of lessons each week and the Work Studies teacher would be responsible for the management and supervision of the students whilst at either work experience or employment. With the TAFE component, we would organise for the students to choose a TAFE course that ran on the assigned school day, so that all of the students will be at TAFE at the same time. The subjects being run at school will be modified so that the students will be able to complete the work within the shorter time frame. This model will still allow the students to gain a HSC without having to sit a single HSC exam. If successful, the students will also be able to gain up to three credentials through their participation in two VET courses and the TAFE course.