



# **Senior School 2023/2024**



## **Multiple Pathways**

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## SENIOR SCHOOL 2023/2024 MULTIPLE PATHWAYS PROGRAM

Dear Parents/Caregivers

We are continuing our program this term and next, with more activities aimed at assisting your child to make informed decisions in their planning for 2023.

- On **Thursday 2 June 2022** there will be a Community Information Evening held from 7.00pm in the school hall to discuss individual student pathway options for our Senior School in 2023/2024. NESA information will be outlined and Course Information Booklets will be distributed.
- On **Thursday 16 June 2022** from 7.00pm – 9.00pm there will be a Course Information Evening where you and your child can obtain additional course information from faculty representatives. Staff will be available to explain course information and to answer any questions.
- On **Tuesday 19 July: Individual Student Interviews** - there **will not** be any timetabled lessons for Year 10 students. Each Year 10 student will be required to attend a formal interview regarding their proposed pathway plan for 2023. Students will attend school only for the duration of their interview. The remaining time should be used to complete course selection and career path research before course selection is lodged via Edval. Students will receive a link to Edval via their DoE email addresses. Hard copies to be submitted into the Front Office and date stamped by **Friday 22 July**. All students are strongly advised to lodge a course selection sheet even if they are considering moving to another training provider or a job next year as circumstances often change.

Course selections will be available on **Friday 17 June 2022**.

Résumé folders should be presented at the interview as well as the student's proposed plan for 2023. As well as providing a 'sounding board' for a student's proposed plan we are providing an opportunity for them to practice valuable 'interview skills'. Students should be neatly and tidily dressed for their interview. Each interview will take approximately 20 minutes. Students must be punctual, and are expected to be at school 10 minutes before their scheduled interview time. If your student is unable to attend their interview they must ring the school before the time indicated. Absences will require written explanations to the Principal.

Students will receive written notification of their interview time by **Week Term 2**. Times will not be able to be altered as our team has 100 interviews to complete in one day. If you have any questions about these arrangements please contact the school.

Yours faithfully

Andrew Backhouse  
**Principal**

Natalie Wearne  
**Deputy Principal**

## GLOSSARY

Courses in the Senior School are described differently to those in the Junior School. A whole new set of terms are used, and you will need to understand them so that you can make a wise choice.

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

**Advanced Standing:** Means that students completing some HSC courses at a satisfactory level may count these towards a TAFE Award. They will then not have to study certain modules or subjects in the TAFE course.

**Board Developed Courses:** A course whose syllabus has been provided by the NESA. These courses are eligible for inclusion in the calculation of an Australian Tertiary Admission Rank (ATAR).

**Category A / B Courses:** The Universities and the NESA advise which courses are Category B Courses. They are listed in the University Entrance Requirements Year 10 Booklet. Only one Category B course can be used when calculating an ATAR.

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

**Exclusion:** In general students may not study two courses in the one subject area.

**HSC Course:** A course which is the second component of a two-year program of study, it is commenced after a student has satisfactorily completed the Year 11 course.

**Language for Beginners:** A language course offered for students who have not studied the language for the Year 10 ROSA.

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

**Year 11 Course:** Is the first component of senior study in a course. It must be satisfactorily completed before the HSC component commences.

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

**Units of Study:** All courses have a unit value, and each unit involves class time of approximately 2 hours per week (60 hours per year). Most of our courses are two units.

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

## **TWO (2) UNIT COURSE**

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

## **EXTENSION COURSE**

- ⇒ Extension study is available in a number of subjects. Extension courses build on the content of the two (2) unit course and carry an additional value of one (1) unit requiring students to work beyond the standard of the two (2) unit course, Extension courses are available in English, Mathematics, History and Music. Undergraduate university courses may be available in some subjects.
- ⇒ English and Mathematics Extension Courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these subjects before proceeding to the two Year 12 extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- ⇒ Year 12 extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

## **ONE (1) UNIT COURSE**

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

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## **UNIVERSITY ENTRY REQUIREMENTS 2025 FOR YEAR 10 STUDENTS**

UAC's Year 10 booklet is once again available in early May. As well as outlining prerequisites, assumed knowledge and recommended studies for tertiary courses commencing in 2023, this year's booklet will contain handy new worksheets to help students think about their interests, inspirations and skills when making their subject choices going in to Years 11 and 12.

UAC's website <https://www25.uac.edu.au/uacshop/>. Booklets can be purchased from this site.

Payments can be made by cheque, PayPal, MasterCard or Visa to UAC.

## CHOOSING COURSES

### WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Courses may have a value of one (1) unit or two (2) units. Most courses are two (2) unit.

Each unit involves class time of approximately two hours per week (60 hours per year). In Year 12 each unit has a value of 50 marks. Hence a two (2) unit course has a value of 100 marks.

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

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

**RULE ONE:** Select courses that interest you.

**RULE TWO:** Select courses in which you have personal prospects of success.

**RULE THREE:** Select courses that address your career needs.

### **STEP ONE - Consider the type of courses that are available.**

#### **Types of Courses:**

- \* Board Developed courses;
- \* Board Endorsed courses;
- \* Vocational Education and Training courses – both Board Developed and Board Endorsed courses.

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

- \* You must have satisfactorily completed minimum standards requirements and completed courses that meet the pattern of study required by the NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works and/or work placement required for specific courses and the assessment requirements for each course.
- \* You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- \* You must study a minimum of twelve (12) units in the Year 11 course and a minimum of ten (10) units in the Year 12 course. Both the Year 11 course and the Year 12 course must include the following:
  - at least six (6) units from Board Developed Courses including at least two (2) units of a Board Developed Course in English
  - at least three courses of two (2) units value or greater
  - at least four subjects

At most seven (7) units of courses in Science can contribute to Higher School Certificate eligibility.

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

If you are choosing an Australian Tertiary Admission Rank (ATAR) Pathway a student must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- \* Eight units from Category A courses; and
- \* Two units of English; and
- \* Three Board Developed Courses of two units or greater; and
- \* Four subjects.

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

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

- \* Your best two units of English; and
- \* Your best eight units from the remaining units, which can include up to two units of Category B courses.

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

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

***The ATAR is a rank NOT a mark***

- \* Categories are allocated by universities. Check the University Entry Requirements 2023 Year 10 Booklet.
- \* Check with Mrs Cortaville-Smith that your course choices meet university course requirements.
- \* Do not select courses because you believe they are going to be “scaled up”. This will not necessarily advantage you and may well disadvantage you.
- \* Be aware that Extension courses may be available and that accumulation is possible: you may accumulate the HSC over a period of up to five years.

If you are choosing a Mixed Pathway:

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

**NOTE:**

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

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





## Stage 6 Pathways 2023/2024

### ATAR

- For those seeking University future
- HSC and ATAR

### ATAR/ Vocational

- Flexibility in future pathway
- HSC and possible ATAR
- Possible ATQF Cert II

### NonATAR / Vocational

- For those not considering University in 2025
- Looking at TAFE/Apprenticeships/  
Employment/Traineeships
- HSC and/or ATQF Cert II and/or  
Certificate of Attainment

# ATAR



## Strengths

- Rigorous Study
- Students have a clear pathway mapped out
- Broad selection of courses
- Keen to continue study at University in 2025

## Opportunities

- Provides skills, credentials and knowledge for further study
- Credential: HSC
- Can include one VET course in the ATAR as long as you sit the HSC examination for that VET course

## Weaknesses

- Can only choose Board Developed Courses

## Threats

- Be prepared for hard work and being organised

# ATAR

	ATAR
Compulsory	English (Advanced or Standard)
Board Developed	<p>As well as <b>5+</b> courses from here:</p> <ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Biology</li> <li>• Business Studies</li> <li>• Chemistry</li> <li>• Community &amp; Family Studies</li> <li>• Drama</li> <li>• Earth &amp; Environmental Science</li> <li>• French (Beginners)</li> <li>• Geography</li> <li>• Industrial Technology</li> <li>• Information Processes and Technology</li> <li>• Investigating Science</li> <li>• Legal Studies</li> <li>• Mathematics Standard</li> <li>• Mathematics</li> <li>• Modern History</li> <li>• Music (1 &amp; 2)</li> <li>• PDHPE</li> <li>• Physics</li> <li>• Society &amp; Culture</li> <li>• Software Design &amp; Technology</li> <li>• Visual Art</li> <li>• <i>Extension English (1 unit)</i></li> <li>• <i>Extension Maths (1 unit)</i></li> </ul>
SVET	<p>ATAR can include <b>one</b> of these courses:</p> <ul style="list-style-type: none"> <li>• Primary Industries</li> <li>• Hospitality</li> <li>• Retail Services</li> </ul> <p><b><i>If you choose one of these courses you must sit the HSC exam for that course</i></b></p>

# ATAR and Vocational

## Want HSC

- Flexibility of future pathway
- Keep Uni option available
- Interested in VET subjects

## Complete 8 units Board Developed Courses +2 Units VET (Year 11 & 12)

- Complete VET course and sit exam
- Year 11 - must complete 12 units

## HSC + ATAR + possible Cert II

- Uni/TAFE/Work

## Strengths

- Greater variety of courses
- Still leaves options open

## Opportunities

- Possibility of TWO credentials – HSC and Cert II
- Provides skills, credentials and knowledge for further tertiary study, training or employment
- Can include VET courses as long as you sit the HSC Examination

## Weaknesses

- Some VET courses are at TAFE

## Threats

- Travel to TAFE
- Catching up on work missed through travel or work placement

# ATAR and Vocational

	ATAR/Vocational
<b>Compulsory</b>	<b>English (Advanced or Standard)</b>
<b>Board Developed</b>	<p>As well as <b>3+</b> courses from here:</p> <ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Biology</li> <li>• Business Studies</li> <li>• Chemistry</li> <li>• Community &amp; Family Studies</li> <li>• Drama</li> <li>• Earth &amp; Environmental Science</li> <li>• French (Beginners)</li> <li>• Geography</li> <li>• Industrial Technology</li> <li>• Information Processes and Technology</li> <li>• Investigating Science</li> <li>• Legal Studies</li> <li>• Mathematics Standard</li> <li>• Mathematics</li> <li>• Modern History</li> <li>• Music (1 &amp; 2)</li> <li>• PDHPE</li> <li>• Physics</li> <li>• Society &amp; Culture</li> <li>• Software Design &amp; Technology</li> <li>• Visual Art</li> <li>• <i>Extension English (1 unit)</i></li> <li>• <i>Extension Maths (1 unit)</i></li> </ul>
<b>SVET</b> (studied at school)	<p>Which can include <b>one</b> of these courses:</p> <ul style="list-style-type: none"> <li>• Primary Industries</li> <li>• Hospitality</li> <li>• Retail</li> </ul> <p><i>If you choose one of these courses you must sit the HSC exam for that course</i></p>
<b>Board Endorsed</b> (Non ATAR)	<p>And can include <b>one</b> course from below:</p> <ul style="list-style-type: none"> <li>• Marine Studies</li> <li>• Photography</li> <li>• Sport, Lifestyle &amp; Recreation</li> </ul> <p><i>(Do not count towards an ATAR)</i></p>
<b>TVET</b>	<p>And may also include one or two from a wide variety of Board Developed and Board Endorsed Courses at various TAFE campuses</p>

NB Five courses (10 units) must be Board Developed to gain an ATAR.

# Vocational HSC

## Want HSC

- More interested in vocational courses
- looking to gain a traineeship, apprenticeship or looking for work

## 6 Board Developed Units

- +
- Year 11 - 6 units SVET/TVET/non ATAR courses
- Year 12 - 4 units SVET/TVET/non ATAR courses

## HSC +

- Possible Cert 11
- TAFE/Apprenticeships/Traineeships/Work

## Strengths

- Maximum variety in course choice while still attaining HSC credentials
- Achievement of competencies
- Improves work readiness

## Opportunities

- Minimum 3 Board Developed Courses to attain HSC
- Do not have to sit VET HSC examinations
- Exit with possible Certificate II and/or Certificate of Attainment for BOS courses
- Work Placement may improve chances of work
- Lots of flexibility

## Weaknesses

- Some VET courses are at TAFE

## Threats

- No ATAR – must be certain that University pathway is NOT for you in 2025
- Catching up on work missed through travel and work placement

# Vocational HSC

	HSC Vocational
Compulsory	English (Advanced, Standard or English Studies)
Board Developed	<p>As well as at least 2 courses from here and must include:</p> <ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Biology</li> <li>• Business Studies</li> <li>• Chemistry</li> <li>• Community &amp; Family Studies</li> <li>• Drama</li> <li>• Earth &amp; Environmental Science</li> <li>• French (Beginners)</li> <li>• Geography</li> <li>• Industrial Technology</li> <li>• Information Processes and Technology</li> <li>• Investigating Science</li> <li>• Legal Studies</li> <li>• Mathematics Standard</li> <li>• Mathematics</li> <li>• Modern History</li> <li>• Music (1 &amp; 2)</li> <li>• PDHPE</li> <li>• Physics</li> <li>• Society &amp; Culture</li> <li>• Software Design &amp; Technology</li> <li>• Visual Art</li> <li>• <i>Extension English (1 unit)</i></li> <li>• <i>Extension Maths (1 unit)</i></li> </ul>
SVET	<p>Which may include <b>one or two</b> of these courses:</p> <ul style="list-style-type: none"> <li>• Primary Industries</li> <li>• Hospitality- Food and Beverage</li> <li>• Retail</li> </ul>
Board Endorsed (Non ATAR)	<p>And may also include <b>one or two</b> of these:</p> <ul style="list-style-type: none"> <li>• Marine Studies</li> <li>• Photography</li> <li>• Sport, Lifestyle &amp; Recreation</li> </ul>
TVET	<p>And may also include one or two from a wide variety of Board Developed and Board Endorsed Courses at various TAFE campuses</p>

## BOARD DEVELOPED COURSES

<b>English Standard</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Category:</b> A
<b>Exclusions:</b> English Advanced; EAL/D; English Extension; English Studies	
<b>Course Contact:</b> Head Teacher – Mr B Wawrzyk	<b>Course Fees:</b> Nil
<b>Course Description:</b> English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.	
<b>Year 11 Course Structure and Requirements</b> Common module – Reading to Write: Transition to Senior English Module A: Contemporary Possibilities Module B: Close Study of Literature  There are no prescribed texts for Year 11. Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film). Students are required to study 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. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading.	
<b>Year 12 Course Structure and Requirements</b> Common module – Texts and Human Experiences Module A: Language, Identity and Culture Module B: Close Study of Literature Module C: The Craft of Writing: This module may be studied concurrently with the common module and/or Modules A and B  Students are required to closely study three types of prescribed texts, one drawn from each of the following categories: ● prose fiction ● poetry OR drama ● film OR media OR nonfiction The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common module: Texts and Human Experiences.	
<b>Particular Course Requirements:</b> Across Stage 6 the selection of texts must give students experience of the following: <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> <li>● integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</li> </ul>	



## English Advanced

2 units for each of Year 11 and Year 12

**Category:** A

Board Developed Course:

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

**Course Contact:** Head Teacher - Mr B Wawrzyk

**Course Fees:** Nil

### Course Description:

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

### Year 11 Course Structure and Requirements

Common module: Reading to Write

Module A: Narratives that Shape our World

Module B: Critical Study of Literature

There are no prescribed texts for Year 11.

Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

The Year 11 course requires students to support their study of texts with their own wide reading.

### Year 12 Course Structure and Requirements

Common module: Texts and Human Experiences

Module A: Textual Conversations

Module B: Critical Study of Literature

Module C: The Craft of Writing: This module may be studied concurrently with the common module and/or Modules A and B

Students are required to closely study four prescribed texts, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction
- poetry OR drama

The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.

The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.

Students must study ONE related text in the common module: Texts and Human Experiences.

### Particular Course Requirements:

Across Stage 6 the selection of texts must give students experience of the following:

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

## English Studies

2 units for each of Year 11 and Year 12

Category: B

Content Endorsed Course

**Exclusions:** Board Developed Courses – English (Standard) and English (Advanced)

**Course Contact:** Head Teacher - Mr B Wawrzyk

**Course Fees:** Nil

### Course Description:

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

**Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR). Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.**

### Year 11 Course Content

Mandatory module – Achieving through English: English in education, work and community

An additional 2–4 modules to be studied

### Year 12 Course Content

Mandatory common module – Texts and Human Experiences

An additional 2–4 modules to be studied

### Particular Course Requirements:

#### English Studies course

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

#### In both Year 11 and Year 12 students are required to:

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

#### In Year 12 students will also be required to:

- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

**Year 11 English Extension  
Year 12 English Extension 1  
Year 12 English Extension 2**

1 unit of study for each of Year 11 and Year 12

**Category:** A

**Prerequisites:** (a) English (Advanced) course  
(b) Year 11 English Extension Course is prerequisite for Extension Course 1.  
(c) Extension Course 1 is prerequisite for Extension Course 2.

**Exclusions:** English (Standard) Course; EAL/D; English Studies

**Course Contact:** Head Teacher - Mr B Wawrzyk

**Course Fees:** Nil

**Course Description:**

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

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

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

**Main Topics Covered:**

**Year 11 Extension**

Module: Texts, Culture and Value

Related research project: This project may be undertaken concurrently with the module

Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project

**Year 12 Extension 1**

Common module: Literary Worlds with ONE elective option

The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts.

Students are required to study at least TWO related texts

**English Extension 2**

The Composition Process; Major Work; Reflection Statement; The Major Work Journal

Text requirements: Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement

**Particular Course Requirements:**

**For the Year 12 English Extension 1 course students are required to:**

- complete the Year 11 English Extension course as a prerequisite
- undertake ONE elective option from the common module.

**For the Year 12 English Extension 2 course students are required to:**

- be undertaking study of the Year 12 English Extension 1 course
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal. The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

<b>Biology</b>			
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Category:</b>	A
<b>Course Contact:</b> Mr B Jones or Mr Silver Head Teacher – Mrs L Watkiss		<b>Course Fees:</b>	Nil
<b>Course Description:</b>			
<p>Biology explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>			
<b>Note:</b> Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted.			
<b>Main Topics Covered:</b>			
<b>Year 11 Course Modules</b>			
Module 1: Cells as the Basis of Life			
Module 2: Organisation of Living Things			
Module 3: Biological Diversity			
Module 4: Ecosystem Dynamics			
<b>Year 12 Course Modules</b>			
Module 5: Heredity			
Module 6: Genetic Change			
Module 7: Infectious Disease			
Module 8: Non-infectious Disease and Disorders			
<b>Particular Course Requirements:</b>			
Practical experiences should occupy a minimum of 35 indicative hours in each of the Year 11 and Year 12 courses. A depth study, comprising 15 hours of course time, is to be undertaken in each of the Year 11 and Year 12 courses.			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination		<ul style="list-style-type: none"> <li>• Skills in working scientifically</li> <li>• Knowledge and understanding</li> </ul>	60 40
	100		100

## Business Studies

2 units for each of Year 11 and Year 12 Board Developed Course	<b>Category:</b>	A
	<b>Exclusions:</b>	Nil
<b>Course Contact:</b> Miss C McLennan or Mrs J Kostalas Head Teacher - Mr M Macdonald	<b>Course Fees:</b>	Nil
<p><b>Course Description:</b> Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.</p>		
<p><b>Main Topics Covered:</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Nature of Business           20%</li> <li>• Business Management       40%</li> <li>• Business Planning           40%</li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Operations                    25%</li> <li>• Marketing                     25%</li> <li>• Finance                        25%</li> <li>• Human Resources           25%</li> </ul>		
<p><b>Particular Course Requirements:</b> In the Year 11 course there is a research project, investigating the operation of a small/medium business or planning the establishment of a small/medium business.</p>		
<b>Assessment: Year 12 course only</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination	Knowledge and Understanding of Course Content	40
	Stimulus Based Skills	20
	Inquiry and Research	20
	Communication of Business Information, ideas and issues in appropriate forms	20
100		100

<b>Chemistry</b>			
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Category:</b> A	
<b>Course Contact:</b> Ms M Ogle Head Teacher - Mrs L Watkiss		<b>Course Fees:</b> Nil	
<p><b>Course Description:</b> Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.</p> <p>The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.</p> <p>The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.</p> <p><b>Note:</b> Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted.</p>			
<p><b>Main Topics Covered:</b></p> <p><b>Year 11</b> Module 1: Properties and Structure of Matter Module 2: Introduction to Quantitative Chemistry Module 3: Reactive Chemistry Module 4: Drivers of Reactions</p> <p><b>Year 12 Course Modules</b> Module 5: Equilibrium and Acid Reactions Module 6: Acid/Base Reactions Module 7: Organic Chemistry Module 8: Applying Chemical Ideas</p>			
<p><b>Particular Course Requirements:</b> Practical experiences should occupy a minimum of 35 indicative hours in each of the Year 11 and Year 12 courses. A depth study, comprising 15 hours of course time, is to be undertaken in each of the Year 11 and Year 12 courses.</p>			
<b>Assessment: Year 12 course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination		<ul style="list-style-type: none"> <li>• Skills in working scientifically</li> <li>• Knowledge and understanding</li> </ul>	60  40
	100		100

## Community & Family Studies

2 units for each of Year 11 and Year 12 Board Developed Course		<b>Category:</b> A	<b>Exclusions:</b> Nil
<b>Course Contact:</b> Head Teacher – Mr G Wright		<b>Course Fees:</b> Nil	
<b>Course Description:</b> Community & Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<b>Resource Management</b>			
<ul style="list-style-type: none"> <li>Basic concepts of the resource management process. (Indicative course time: 20%)</li> </ul>			
<b>Individuals and Groups</b>			
<ul style="list-style-type: none"> <li>The individual's roles, relationships and tasks with groups. (Indicative course time: 40%)</li> </ul>			
<b>Families and Communities</b>			
<ul style="list-style-type: none"> <li>Family structures and functions and the interaction between family and community. (Indicative course time: 40%)</li> </ul>			
<b>Year 12 Course</b>			
<b>Research Methodology</b>			
Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)			
<b>Groups in Context</b>			
<ul style="list-style-type: none"> <li>The needs of specific community groups. (Indicative course time: 25%)</li> </ul>			
<b>Parenting and Caring</b>			
<ul style="list-style-type: none"> <li>Individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%)</li> </ul>			
<b>Year 12 Option Modules</b> (Select one of the following, Indicative course time: 25%):			
<b>Family and Societal Interactions</b>			
<ul style="list-style-type: none"> <li>How government and community structures support and protect family members throughout the lifespan.</li> </ul>			
<b>Social Impact of Technology</b>			
<ul style="list-style-type: none"> <li>The impact of evolving technologies on individuals and lifestyle.</li> </ul>			
<b>Individuals and Work</b>			
<ul style="list-style-type: none"> <li>Contemporary issues confronting individuals as they manage roles within both family and work environments.</li> </ul>			
<b>Particular Course Requirements:</b> As part of the Year 12, students are required to complete an Independent Research Project. 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>Assessment: Year 12 course only</b>			
<b>External Examination</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Section I</b> Part A		Knowledge and understanding of how the following impact on wellbeing: resource management, positive relationships, range of societal factors and nature of groups, families and communities	40
<ul style="list-style-type: none"> <li>Objective response questions</li> </ul>	20		
Part B		Skills in: applying management processes to meet the needs of individuals, groups, families and communities  Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	25
<ul style="list-style-type: none"> <li>Short-answer questions</li> </ul>	55		
<b>Section II</b>			
<ul style="list-style-type: none"> <li>There are three options. Students answer the questions on the option that they have studied.</li> <li>There are two questions on each option.</li> <li>The first question is worth 10 marks and contains parts.</li> <li>The second question is an extended response question worth 15 marks, with an expected length of response of around four examination writing booklet pages (approximately 600 words).</li> </ul>	25		35
	100		100

## Drama

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

**Category:** A  
**Exclusions:** Nil

**Course Contact:** Mrs L Wright  
Head Teacher – Mr J Walters

**Course Fees:**  
\$40 per year (Year 11)  
\$40 per year (Year 12)  
**Additional IP costs – Yr 12 only**

### Course Description:

The course is run over two years beginning in Year 11, 2 units for each of Year 11 & HSC. Over the course Drama, students will study practices in making, performing and critically studying theatre.

In Drama, students can investigate, shape and symbolically represent ideas, feelings, attitudes, and beliefs and their consequences. By studying Drama, students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production.

Drama is a collaborative art form. It is an important means of understanding, constructing appreciating and communicating social and cultural values; interpreting, valuing and transmitting the past and traditions; exploring, celebrating and challenging the present and imagining the future.

**Year 11** students will study one play and will focus on play building skills, theatrical styles and traditions and the use of production elements such as costume, set design, lighting. Workshops are largely collaborative with the potential for students to also complete a director's folio as an individual project.

**Year 12** students will study four plays through detailed analysis and performance workshops, through theoretical study and experiential learning, that apply the knowledge a skill acquired in the Year 11 course. They will also collaborate in groups to devise an original piece of theatre as a part of their external examination.

### Main Topics Covered:

#### Year 11 Course

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

#### Year 12 Course

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

### Particular Course Requirements:

The Year 11 course informs the learning in the Year 12 course. Students must complete Year 11 to study Year 12 Drama. Internal assessment in the HSC course is also conducted through performance, written analysis and project progress. Throughout preparation for the Group Performance and Individual Project students are required to log the progress of their project in a development logbook.

The Group Performance is a compulsory project in this course and success in this task will rely on a student's ability to engage collaboratively with their peers.

**It is not compulsory but is strongly advised that students have studied the Stage 5 Drama course.**

### Assessment Year 12 course only:

External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Making	40
Individual Project	30	Performing	30
A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre (Core) Studies in Drama and Theatre	40	Critically studying	30
	100		100



## Engineering Studies

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

**Category:** A

**Exclusions:** Nil

**Course Contact:** Miss C Reynen  
Head Teacher - Mrs C McTeigue

**Course Fees:** Nil

**Course Description:**

Both Year 11 and Year 12 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.

**Main Topics Covered:**

**Year 11 Course**

Students undertake the study and development of an engineering report for each of 4 modules:

- Engineering fundamentals, engineering products, braking systems and Bio-Engineering.

**Year 12 Course**

Students undertake the study and development of an engineering report for each of 4 modules:

- Civil Structures, Personal and Public transport, Aeronautical Engineering and Telecommunications Engineering.
- Please note that a higher level of Mathematics is recommended for this course.

**Assessment: Year 12 course only**

External Examination	Weighting	Internal Assessment	Weighting
<b>Section I</b>  Objective response questions	20	Knowledge and understanding of engineering principles and developments in technology	50
<b>Section II</b>  Short-answer questions	80	Skills in research, problem solving and communication related to engineering	30
		Understanding of the scope and role of engineering including management and problem solving	20
	100		100

## French Beginners

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

**Category:** A  
**Exclusions:** Nil

**Course Contact:** Miss Katey Ellie  
Head Teacher - Mr M Macdonald

**Course Fees:** Nil

**Course Description:**

In the Year 11 and 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

**Main Topics Covered:**

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

**Particular Course Requirements:** Students must meet eligibility requirements for the French Beginners Course. Students have had no more than 100 hours' study of the language at the secondary level (or the equivalent).

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Listening Reading Speaking Writing	30 30 20 20
	100		100

## Geography

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

**Category:** A  
**Exclusions:** Nil

**Course Contact:** Mr J Newton  
Head Teacher - Mr M Macdonald

**Course Fees:** Nil

**Course Description:**

The Year 11 course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

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

**Main Topics Covered:**

**Year 11 Course**

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

**Year 12 Course**

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

**Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.

**Particular Course Requirements:**

Students complete a senior geography project (SGP) in the Year 11 course and must undertake 10 hours of fieldwork in both the Year 11 and Year 12 courses. Students will be required to submit both oral and written geographic reports.

**Assessment: Year 12 course only**

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

## History – Ancient

2 units for each of Year 11 and Year 12 Board Developed Course	<b>Category:</b> A
	<b>Exclusions:</b> Nil
<b>Course Contact:</b> Mr M Macdonald and Mr D Ardley Head Teacher - Mr M Macdonald	<b>Course Fees:</b> Nil

**Course Description:**  
The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. A range of ancient societies including Egypt, Near East, Rome, Greece, China, and Aboriginal Australia can be studied.

The Year 11 course provides the foundation for students more specialised Year 12 studies.

### Main Topics Covered

#### Year 11 Course

- Investigating Ancient History – The Nature of Ancient History
- Investigating Ancient History – Case Studies
- Features of Ancient Societies
- Historical Investigation – The historical should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

#### Year 12 Course

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

### Particular Course Requirements:

The Year 11 course is a prerequisite for the Year 12 course and Extension History.

### Assessment: Year 12 course only

External Assessment:	Internal Assessment:	Weighting
A three hour written examination.	The four parts of the course are assessed through a range of tasks. <ul style="list-style-type: none"> <li>• Knowledge and Understanding of Course Content <span style="float: right;">40</span></li> <li>• Historical skills in the analysis and evaluation of sources and interpretations <span style="float: right;">20</span></li> <li>• Historical inquiry and research <span style="float: right;">20</span></li> <li>• Communication of historical understanding in appropriate forms 20% <span style="float: right;">20</span></li> </ul>	100

### Extension History – Year 12 ONLY

Students who complete Year 11 Ancient and/or Year 11 Modern History are able to attempt the Extension History 1 Unit in Year 12.

- Constructing History – Key Questions
- Constructing History – Case Studies
- History Project

<b>History – Modern</b>		
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Category:</b> A <b>Exclusions:</b> Nil	
<b>Course Contact:</b> Ms D Le Page and Mrs R Travica Head Teacher - Mr M Macdonald	<b>Course Fees:</b> Nil	
<b>Course Description:</b> The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.		
<b>Main Topics Covered;</b>		
<b>Year 11 Course</b>		
<ul style="list-style-type: none"> <li>• Investigation Modern History – The Nature of Modern History</li> <li>• Investigating Modern History – Case Studies</li> <li>• Historical Investigation</li> <li>• The Shaping of the Modern World</li> </ul>		
<b>Year 12 Course</b>		
<ul style="list-style-type: none"> <li>• Core Study – Power and Authority in the Modern World 1919 – 1946</li> <li>• National Studies</li> <li>• Peace and Conflict</li> <li>• Change in the Modern World</li> </ul>		
<b>Particular Course Requirements:</b> The Year 11 course is a prerequisite for the Year 12 course and Extension History.		
<b>Assessment: HSC course only</b>		
External Assessment	Internal Assessment	Weighting
A three hour written examination will be completed.	Core, national and international studies are assessed through a range of tasks <ul style="list-style-type: none"> <li>• Knowledge and Understanding of Course Content</li> <li>• Historical skills in the analysis and evaluation of sources and interpretations</li> <li>• Historical inquiry and research</li> <li>• Communication of historical understanding in appropriate forms</li> </ul>	40  20  20  20
		100

### **Extension History – Year 12 ONLY**

Students who complete Year 11 Ancient and/or Year 11 Modern History are able to attempt Extension History 1 Unit in Year 12.

- Constructing History – Key Questions
- Constructing History – Case Studies
- History Project

## Industrial Technology

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

**Category:** A  
**Exclusions:** Yes

**Course Contact:** Miss C Reynen and Mr N Ashby  
Head Teacher - Mrs C McTeigue

**Course Fees:**  
\$80 (Year 11)  
\$50 (Year 12)  
Additional costs according to Individual Projects

**Course Description:**

Industrial Technology Stage 6 consists of project work and associated Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. Students will choose a focus area of study.

Focus areas are:

- Multimedia Technologies
- Timber Products and Furniture Industries

**Main Topics Covered:**

**Year 11 Course**

Both the Year 11 and Year 12 courses are organised around four sections.

All students in Industrial Technology will complete study in the following areas:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

**Year 12 Course**

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

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

**Particular Course Requirements:**

In the Year 11 course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of business within their focus industry. In the Year 12 course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
<b>Written examination</b> <i>Section 1 – Industry Related Manufacturing Technology</i> Objective response questions specific to each industry focus area	10	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	40
<i>Section II – Industry Related Manufacturing Technology</i> Short answer questions specific to each industry focus	15	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60
<i>Section III – Industry Study</i> Candidates answer one structured extended response question	15		
<b>Major Project</b>	60		
	<b>100</b>		<b>100</b>

## Information Processes & Technology

2 units for each of Year 11 and Year 12 **Category:** A  
 Board Developed Course  
**Exclusions:** Computing Applications

**Course Contact:** Miss C Reynen and Mrs K Hogan  
 Head Teacher - Mrs C McTeigue **Course Fees:**  
 \$20 (Year 11)  
 \$25 (Year 12)

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

**Main Topics Covered:**

**Year 11 Course**

- Introduction to Information Skills and Systems
- Tools for Information Processes
- Developing Information Systems

**Year 12 Course**

- Project management
- Information systems and databases
- Communication systems
- Option strands, the study of two information systems: Automated Manufacturing Systems & Multimedia Systems

**Particular Course Requirements:**  
 There is no prerequisite study for the 2 Unit Year 11 course. Completion of the 2 Unit Year 11 course is a prerequisite to the study of the 2 Unit Year 12 course.

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Core Topics: Project Management Information Systems and Databases Communication Systems Option Strands	60
	100		40
			100

<b>Investigating Science</b>			
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Category:</b>	A
<b>Course Contact:</b> Mrs L Watkiss Head Teacher – Mrs L Watkiss		<b>Course Fees:</b>	Nil
<b>Course Description:</b>			
<p>The Investigating Science course is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.</p> <p>The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.</p> <p>The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>			
<b>Note:</b> <i>Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted.</i>			
<b>Main Topics Covered:</b>			
<b>Year 11 Course Modules</b>			
Module 1: Cause and Effect – Observing			
Module 2: Cause and Effect - Inferences and Generalisations			
Module 3: Scientific Models			
Module 4: Theories and Laws			
<b>Year 12 Course Modules</b>			
Module 5: Scientific Investigations			
Module 6: Technologies			
Module 7: Fact or Fallacy?			
Module 8: Science and Society			
<b>Particular Course Requirements:</b>			
Practical experiences should occupy a minimum of 35 indicative hours in each of the Year 11 and Year 12 courses. A depth study, comprising 30 hours of course time, is to be undertaken in each of the Year 11 and Year 12 courses.			
<b>Assessment: Year 11 course only</b>			
<b>External Assessment</b>	<b>External Assessment</b>	<b>External Assessment</b>	<b>External Assessment</b>
A three hour written examination		<ul style="list-style-type: none"> <li>• Skills in working scientifically</li> <li>• Knowledge and understanding</li> </ul>	60 40
	100		100



## Legal Studies

2 units for each of Year 11 and Year 12 Board Developed Course	<b>Category:</b> A
	<b>Exclusions:</b> Nil
<b>Course Contact:</b> Mrs J Kostalas and Miss C McLennan Head Teacher - Mr M Macdonald	<b>Course Fees:</b> Nil

**Course Description:**  
The Year 11 course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Year 12 course investigates the key areas of law, justice and human rights through a variety of options, which consider how changes in societies influence law reform.

**Main Topics Covered:**

**Year 11 Course**

- CORE PART 1: The Legal System 40% of course time
- CORE PART II: The Individual and the law 30% of course time
- CORE PART III: The Law in Practice 30% of course time *(This section may be integrated with Part I and/or Part II)*

**Year 12 Course**

- CORE Part I: Crime 30% of course time
- CORE Part II: Human Rights 20% of course time
- Part III: Options (Choose two) 50% of course time (25% each)

Two chosen from consumers, family, global environment protection, Indigenous people, shelter, workplace, world order

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

**Particular Course Requirements:**  
No special requirements

**Assessment Year 12 course only.**

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination:		Knowledge and understanding	60
Core – Human Rights	20	Research	20
Core – Crime	30	Communication	20
Focus Studies	50		
	100		100

<b>Mathematics Standard</b>	
2 units for each of Year 11 and Year 12 Board Developed Course <b>Prerequisites:</b> NESAs strongly recommends completion of particular Stage 5.2 outcomes as a prerequisite for the Mathematics Standard course. <b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.	
<b>Course Contact:</b> Head Teacher – Mr M Reece	<b>Course Fees:</b> Nil
The Year 11 Mathematics Standard course and Year 12 Mathematics Standard 1 and 2 courses are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to a broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques. Students will learn to use a range of mathematical techniques and tools, including relevant technologies, in order to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner. The Year 12 Mathematics Standard 2 course provides a strong foundation for a broad range of vocational pathways, as well as for a range of university courses. Students study a common Year 11 Mathematics Standard course which leads into either Mathematics Standard 1 or Mathematics Standard 2 in Year 12. Students studying Mathematics Standard 1 are eligible for an ATAR if the option of sitting the HSC examination is chosen	
<b>Main Topics Covered:</b>	
<b>Year 11</b>	
<ul style="list-style-type: none"> <li>• Formulae and Equations</li> <li>• Linear Relationships</li> <li>• Applications of Measurement</li> <li>• Working with Time</li> <li>• Money Matters</li> <li>• Data Analysis</li> <li>• Relative Frequency and Probability</li> </ul>	
<b>Year 12: Standard 2</b>	<b>Standard 1</b>
<ul style="list-style-type: none"> <li>• Linear and Non-Linear Functions</li> <li>• Non-Right-angled Triangles</li> <li>• Ratios and Rates</li> <li>• Investments and Loans</li> <li>• Annuities</li> <li>• Bivariate Data Analysis</li> <li>• The Normal Distribution</li> <li>• Networks and Critical Path Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Linear and Non-Linear Functions</li> <li>• Right-angled Triangles</li> <li>• Rates</li> <li>• Scale Drawings</li> <li>• Investment</li> <li>• Depreciation and Loans</li> <li>• Further Statistical Analysis</li> <li>• Networks and Paths</li> </ul>
<b>Assessment:</b> Year 11 and Year 12	
External Assessment	Internal Assessment
<ul style="list-style-type: none"> <li>• All students studying Mathematics Standard 2 will sit for an HSC examination. This examination is 2.5 hours duration, with 10 minutes reading time, consisting of 2 sections: Section 1 – 15 marks, Section 2 – 85 marks.</li> <li>• Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark can be used by the Universities Admission Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR). The Standard 1 examination is 2 hours duration, with 10 minutes reading time, consisting of 2 sections: Section 1 – 10 marks, Section 2 – 70 marks.</li> <li>• A NESAs Reference Sheet will be provided, which includes some commonly used formulas.</li> </ul>	<b>Year 11</b> <ul style="list-style-type: none"> <li>• Three assessment tasks</li> <li>• The minimum weighting for an individual task is 20% and the maximum weighting is 40%</li> <li>• One task must be an assignment or investigation-style with a weighting of 20-30%</li> </ul> <b>Year 12</b> <ul style="list-style-type: none"> <li>• A maximum of four assessment tasks</li> <li>• The minimum weighting for an individual task is 10% and the maximum weighting is 40%</li> <li>• One task must be an assignment or investigation-style with a weighting of 15-30%</li> <li>• One task may be a formal written examination with a maximum weighting of 30%</li> </ul>
100	100

## Mathematics Advanced

2 units for each of Year 11 and Year 12

**Category:** A

Board Developed Course

**Prerequisites:**

The course is delivered with the assumption that students have completed AND excelled in all Stage 5.3 outcomes and has a particularly strong focus on complex applications of Algebra. **All students who intend to select this course should first consult with their current Mathematics teacher.**

**Course Contact:** Head Teacher – Mr M Reece

**Course Fees:** Nil

**Course Description:** The course is intended to give students who have excelled in the skills of Stage 5 Mathematics and have an understanding of, and competence in, some further aspects of Mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in Science and Commerce. The course is a sufficient basis for further studies in Mathematics at a tertiary level.

**Main Topics Covered:**

**Year 11**

- Functions and Graphs
- Trigonometry and Radians
- Trigonometric Functions and Identities
- Differential Calculus
- Logarithmic and Asymptotic Functions
- Discrete Probability Distributions

**Year 12**

- Curve Sketching
- Trigonometric Functions and Graphs
- Higher Derivatives
- Integral Calculus
- Series and Sequences
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables
- Financial Modelling

**Assessment:** Year 11 and Year 12.

**External Assessment**

**Internal assessment**

- All students studying Mathematics Advanced will sit for an HSC examination. This examination is 3 hours duration, with 10 minutes reading time, consisting of 2 sections: Section 1 – 10 marks, Section 2 – 90 marks.
- The Mathematics Advanced examination will include items that are common with the Mathematics Standard 2 HSC examination. Common items will be worth 20 to 25 marks and will be distributed throughout Sections I and II.
- NESAs-approved calculators may be used.
- A NESAs Reference Sheet will be provided, which includes some commonly used formulas.

**Year 11**

- Three assessment tasks
- The minimum weighting for an individual task is 20% and the maximum weighting is 40%
- One task must be an assignment or investigation-style with a weighting of 20-30%

**Year 12**

- A maximum of four assessment tasks
- The minimum weighting for an individual task is 10% and the maximum weighting is 40%
- One task must be an assignment or investigation-style with a weighting of 15-30%
- One task may be a formal written examination with a maximum weighting of 30%

100

100

## Mathematics Extension 1

1 additional unit for each of Year 11 and Year 12

**Category:** A

Board Developed Course

**Prerequisites:**

This course is delivered with the assumption that students have achieved mastery of all Stage 5.3 outcomes. Students must be willing to attend morning classes twice per week. **All students who intend to select this course should first consult with their current Mathematics teacher.**

**Course Contact:** Head Teacher – Mr M Reece

**Course Fees:** Nil

**Course Description:** The content of this course, which includes the whole of the Mathematics Advanced course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5.3 Mathematics and who are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of Science, Engineering and Economics. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level, and for the study of Mathematics in support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

**Main Topics Covered:**

**Year 11**

- Further work with Functions
- Polynomials
- Inverse Trigonometric Functions
- Further Trigonometric Functions
- Rates of Change
- Working with Combinatorics

**Year 12**

- Proof by Mathematical Induction
- Introduction to Vectors
- Trigonometric Equations
- Further Calculus Skills
- Applications of Calculus
- The Binomial Distribution

**Assessment:** Year 11 and Year 12

External Assessment	Internal Assessment
<p>Mathematics Extension 1 students will be required to attempt TWO examination papers, the <i>Mathematics Advanced</i> examination paper, and an additional <i>Mathematics Extension 1</i> examination paper.</p> <ul style="list-style-type: none"> <li>• All students studying Mathematics Extension 1 will sit for an HSC examination. This examination is 2 hours duration, with 10 minutes reading time, consisting of 2 sections: Section 1 – 10 marks, Section 2 – 60 marks.</li> <li>• NESAs-approved calculators may be used.</li> <li>• A NESAs Reference Sheet will be provided, which includes some commonly used formulas.</li> </ul>	<p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Three assessment tasks</li> <li>• The minimum weighting for an individual task is 20% and the maximum weighting is 40%</li> <li>• One task must be an assignment or investigation-style with a weighting of 20-30%</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• A maximum of four assessment tasks</li> <li>• The minimum weighting for an individual task is 10% and the maximum weighting is 40%</li> <li>• One task must be an assignment or investigation-style with a weighting of 15-30%</li> <li>• One task may be a formal written examination with a maximum weighting of 30%</li> </ul>
50	50

## Mathematics Extension 2 (YEAR 12 ONLY)

1 unit for Year 12  
Board Developed Course

**Category:** A

**Prerequisites:**

Students must successfully complete the Mathematics Advanced and Mathematics Extension 1 Year 11 courses.

**Course Contact:** Head Teacher – Mr M Reece

**Course Fees:** Nil

**Course Description:** The Mathematics Extension 2 course is defined in the same terms as the Mathematics Extension 1 course. It offers a suitable preparation for study of mathematics at a tertiary level, as well as a deeper and more extensive treatment of certain topics that is offered in other Mathematics courses. The course is designed for students with special interest in Mathematics who have shown that they possess special aptitude. It represents a distinctly high level of school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of Algebra and Calculus. Mathematics Extension 2 provides a sufficient basis for a wide range of useful applications of Mathematics as well as the mathematical background necessary for further studies in Mathematics, and useful for concurrent study of subjects such as Science, Economics and Engineering.

**Main Topics Covered:**

**Year 12**

- The Nature of Proof
- Further Proof by Mathematical Induction
- Further work with Vectors
- Introduction to Complex Numbers
- Using Complex Numbers
- Further Integration
- Applications of Calculus to Mechanics

**Assessment:** Year 12 course

**External Assessment**

**Internal Assessment**

Mathematics Extension 2 students will be required to attempt TWO examination papers, the *Mathematics Extension 1* examination paper, and an additional *Mathematics Extension 2* examination paper.

- All students studying Mathematics Extension 2 will sit for an HSC examination. This examination is 3 hours duration, with 10 minutes reading time, consisting of 2 sections: Section 1 – 10 marks, Section 2 – 90 marks.
- NESAs-approved calculators may be used.
- A NESAs Reference Sheet will be provided, which includes some commonly used formulas.

**Year 12**

- A maximum of four assessment tasks
- The minimum weighting for an individual task is 10% and the maximum weighting is 40%
- One task must be an assignment or investigation-style with a weighting of 15-30%
- One task may be a formal written examination with a maximum weighting of 30%

50

50

## Music 1

2 units for each of Year 11 and Year 12

**Category:** A

Board Developed Course

**Prerequisites:**

Music mandatory course (or equivalent)

**Exclusions:**

Music 2, Music Extension

**Course Contact:** Teacher - Mrs M Gillard  
Head Teacher - Mr J Walters

**Course Fees:**

\$40 per year (Year 11)

\$40 per year (Year 12)

**Course Description:**

In the Year 11 and Year 12 courses, students will study: the Concepts of Music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

**Main Topics Covered:**

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

**Particular course requirements:**

**Year 12 course**

Students will develop a greater depth of knowledge and understanding of the Concepts of Music and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres. In addition to their 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 throughout the course.

**Assessment: Year 12 course only**

**Summary of external and internal Year 12 assessment**

External Examination	Mark	Internal Assessment	Weighting
Written examination – Aural Skills Four short-answer questions	30	Performance Core	10
Practical examination – Core Performance	20*	Composition Core	10
Electives	60*	Musicology Core	10
	<b>100</b>	Aural Core	25
		Elective 1	15
		Elective 2	15
		Elective 3	15
			<b>100</b>

\* The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

## Music 2

2 units for each of Year 11 and Year 12  
 Board Developed Course  
**Prerequisites:**  
 Music Additional Study course (or equivalent)  
**Exclusions:**  
 Music 1

**Category:** A

**Course Contact:** Teacher - Mrs M Gillard  
 Head Teacher - Mr J Walters

**Course Fees:**  
 \$40 per year (Year 11)  
 \$40 per year (Year 12)

**Course Description:**  
 In the Year 11 and Year 12 courses, students will study:  
 The Concepts of Music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

**Main Topics Covered:**  
 Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Year 11 course the Mandatory Topic is Music 1600 – 1900, in the Year 12 course the Mandatory Topic is Music of the Last 25 Years (Australian focus).

**Particular Course Requirements:**  
 In addition to core studies in performance, composition, musicology and aural, students nominate ONE elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work.  
 All students will be required to develop a composition portfolio for the core composition.

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece reflecting the mandatory topic)	15	Performance	20
Sight singing	5	Composition	20
Core composition (reflecting mandatory topic)	15	Musicology	20
A one and a half hour written examination paper – Musicology/aural skills	35	Aural	20
One Elective – reflecting:	30	Elective, in either:	20
<ul style="list-style-type: none"> <li>• Additional Topic</li> <li>• Performance (2 pieces), or</li> <li>• Submitted composition, or</li> <li>• Submitted essay</li> </ul>		<ul style="list-style-type: none"> <li>• Performance</li> <li>• Composition</li> <li>• Musicology</li> </ul>	
	100		100

N.B. If minimum class numbers are not achieved, course delivery may be via Distance Education

## Personal Development, Health and Physical Education

2 units for each of Year 11 and Year 12 Board Developed Course	<b>Category:</b> A <b>Exclusions:</b> Nil
<b>Course Contact:</b> Head Teacher - Mr G Wright	Fees may be charged where external training courses are undertaken

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

In the Year 12 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.

***Note:** Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted*

- Main Topics Covered:**
- Year 11 Course**  
**Core Topics (60%)**
- Better Health for Individuals
  - The Body in Motion
- Optional Components (40%)**  
 Students to select two options each from
- First Aid
  - Composition and Performance
  - Fitness Choices
  - Outdoor Recreation
- Year 12 Course**  
**Core Topics (60%)**
- Health Priorities in Australia
  - Factors Affecting Performance
- Optional Components (40%)**  
 Students to select two options each from
- The Health of Young People
  - Sport and Physical Activity in Australian Society
  - Sports Medicine
  - Improving Performance
  - Equity and Health

**Particular Course Requirements:**  
 In addition to core studies students select two options in each of the Year 11 and Year 12 courses

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written paper	100	Knowledge and understanding of factors that affect health and the way the body moves	40
		Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30
		Skills in critical thinking, research and analysis	30
	100		100



## Physics

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

**Category:** A

**Course Contact:** Mr D Ardley  
Head Teacher - Mrs L Watkiss

**Course Fees:** Nil

### Course Description:

Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

**Note:** Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted

### Main Topics Covered:

#### Year 11

- Module 1: Kinematics: Describing, measuring and analysing motion without considering forces and mass.
- Module 2: Dynamics: The relationship between the motion of objects and the forces acting on them.
- Module 3: Waves and Thermodynamics: The behaviour and properties of waves and the transformation of energy into different forms.
- Module 4: Electricity and Magnetism: Concepts in understanding the electrical and Magnetic properties of matter.

#### Year 12

- Module 5: Advanced mechanics: Description and analysis of motion in 2 and 3 dimensions.
- Module 6: Electromagnetism: Charged particles and their interaction with electric and magnetic fields
- Module 7: The Nature of Light: Quantum theory, relativity and the speed and dual nature of light.
- Module 8: From the Universe to the Atom: From the Big Bang Theory to Quantum mechanics.

### Particular Course Requirements:

Practical experiences should occupy a minimum of 35 indicative hours in each of the Year 11 and 12 courses. A depth study, comprising 15 hours of course time, is to be undertaken in each of the Year 11 and 12 courses.

### Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination		<ul style="list-style-type: none"> <li>• Skills in working scientifically</li> <li>• Knowledge and understanding</li> </ul>	60
	100		40
			100

## Society & Culture

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

**Category:** A

**Exclusions:** Nil

**Course Contact:** Head Teacher - Mrs C McTeigue

**Course Fees:** Nil

**Course Description:**

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

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

Main Topics Covered:

**Year 11 Course**

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

**Year 12 Course**

**Core:**

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

**Depth Studies:** 40%: (20% each depth study)

Two to be chosen from:

\*indicates probable topics

- Popular Culture\*
- Belief Systems and Ideologies
- Social Inclusion and Exclusion\*
- Social Conformity and Nonconformity

**Particular course Requirements:** Nil

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination	60	Knowledge and understanding of course content	50
Personal Interest Project	40	Application and evaluation of social and cultural research methodologies	30
		Communication of information, ideas and issues in appropriate forms	20
	100		100

## Software Design & Development

2 units for each of Year 11 and Year 12  
 Board Developed Course  
**Exclusions:** Computing Applications.

**Category:** A

**Course Contact:** Miss C Reynen and Mrs Karen Hogan  
 Head Teacher - Mrs C McTeigue

**Course Fees:**  
 \$20 (Year 11)  
 \$20 (Year 12)

**Course Description:**

The Year 11 course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The Year 12 course builds on the Year 11 course, and asks students to develop and document software using a variety of data structures and language facilities, and through these will learn to solve a number of interesting and relevant software problems.

**Main Topics Covered:**

**Year 11 Course**

- Concepts and issues in the design and development of software
- Introduction to Software Development
- Developing Software Solutions

**Year 12 Course**

- Development and impact of software solutions
- Software Development cycle
- Developing a solution package

Option strand:

- The inter-relationship between software and hardware

**Particular Course Requirements**

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

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Design and development of software solutions</li> <li>• Project management techniques including documentation, teamwork and communication</li> <li>• Projects</li> </ul>	20 35 20 25
	100		100

## Visual Arts

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

**Category:** A

**Exclusions:**

Students need to be aware that they cannot share components of Major Projects and Practical Submissions between Year 12 courses. Their Body of Work for Visual Arts must comprise of components that have been made specifically and individually for Visual Arts and cannot be utilised either partially or as a whole in any other course they are completing for Year 12. This includes, but is not limited to, the following courses:

Information Technology (Timber, Design, Textiles, etc.)	Photography and Digital Media
Visual Design	Ceramics
Drama (film making, set design, costume design, etc.)	Music 1 and 2 (musical compositions)

**Course Contact:** Mrs J Court and Mrs G Lucca  
Head Teacher - Mr J Walters

**Course Fees:**  
\$55 (Year 11)  
\$55 (Year 12)  
Additional costs according to Individual Projects (Yr 12)

**Course Description:**

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

The Year 11 course is broad, while the Year 12 course provides for deeper, increasingly more independent investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

***Note:** Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted.*

Main Topics Covered:

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

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

**Year 12 Course learning opportunities focus on:**

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

**Particular Course Requirements:**

**Year 11 Course:**

- artworks in at least 2 expressive forms and use of a process diary.
- a broad investigation of ideas in art criticism and art history.

**Year 12 Course:**

- development of a body of work and use of a process diary.
- a minimum of 5 Case Studies (4–10 hours each).
- deeper and more complex investigations of ideas in art criticism and art history.

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

## BOARD ENDORSED COURSES

<b>Marine Studies</b>	
2 units for Year 11 and Year 12 Board Endorsed Course	<b>Category:</b> Not Applicable <b>Exclusions:</b> Nil
<b>Course Contact:</b> Ms M Ogle Head Teacher - Mrs L Watkiss	Fees may be charged where external training courses are undertaken
<p><b>Course Description:</b> The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.</p> <p>The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources now and into the twenty first century.</p> <p>Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.</p> <p>Students undertaking Marine Studies will:</p> <ul style="list-style-type: none"> <li>• Develop an awareness of the scope and diversity of marine ecosystems.</li> <li>• Measure the fundamental parameters which affect life in the marine environment.</li> <li>• Gain knowledge to assist with employment in marine related occupations.</li> <li>• Develop a sense of responsibility, respect and the need for wise management practices when dealing with marine resources.</li> </ul>	

## Photography, Video & Digital Imaging

2 units for Year 11 and Year 12  
Board Endorsed Course

**Category:** Not Applicable

**Exclusions:**

Students need to be aware that they cannot share components of Major Projects and Practical Submissions between HSC courses. Their submissions for Photography must comprise of components that have been made specifically and individually for this course and cannot be utilised either partially or as a whole in any other course they are completing for their HSC. This includes, but is not limited to, the following courses:

Information Technology (Timber, Design, Textiles, etc.)  
Visual Design  
Drama (film making, set design, costume design, etc.)

Visual Art  
Ceramics  
Music 1 and 2 (musical compositions)

**Course Contact:** Mrs J Court and Mrs M Gillard  
Head Teacher - Mr J Walters

**Course Fees:**  
\$110 per year (Year 11)  
\$110 per year (Year 12)

**Note:** *Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted*

**Course Description:**

This course content in this course addresses traditional aspects of the field of wet photography and digital media.

**Modules:**

Introduction to Practice in Wet Photography and/or Digital Media

Provides an introduction to the practice and techniques of wet photography. Wet photography is photography that requires a light-sensitive environment and involves the manipulation of photographic film, papers and chemicals.

Developing a point of view

Provides students with opportunities to investigate the ways photographic ideas and images can be constructed. In this module students develop their artistic practice in photography by thinking about their intentions in their investigations of the world, interpretation of subject matter and formulation of concepts.

Traditions, conventions, styles and genres

Provides students with opportunities to identify and understand the traditions. In this module students develop and extend their understanding of practice by realising the significance of advances and innovations within the field in the nineteenth and twentieth centuries and consider how these can be taken up and inform their own photographic practice.

Manipulated Forms

Provides students with opportunities to discover how various techniques, approaches and different technologies can be applied to the construction and transformation of imagery in photographic works.

The Arranged Image

This module encourages students to carefully consider how they will interpret selected subject matter and consider the compositional aspects of the development of their images and in relation to how meanings register on different levels.

Temporal Accounts

The module should encourage students to investigate how fleeting and decisive moments are captured, how time can be manipulated in an image and between images and how various effects can be used to suggest the temporal nature of existence.

Individual/Collaborative project

This module allows students to devise a project culminating in exhibition quality photographic or film work.

Mandatory Integrated Module – Workplace Health & Safety

Students are required to keep a diary over the duration of the course.

Students should document the technical aspects of their work in any of the fields and should note the development of concepts and ideas, points of departure and changes in direction in their diaries. The diary should provide some evidence of the critical reflection and the exercise of judgement undertaken by students in any of the fields.

**Possible Course Options:**

Course	Units	Hours	Structure	
1 Year (Year 11 or Year 12)	2	120	3-6 modules	} 30% Theory
2 Years (Year 11 or Year 12)	2	240	6-12 modules	} 70% Practical

**Frames:**

Students learn about and learn to understand wet and digital photography as a field of practice, which are informed by the broader interests of the visual arts. The frames orientate investigations in making, critical studies and historical studies and represent different philosophical views, and frameworks of belief that affect interpretations of meaning and value.

**This course enables students to:**

- Develop knowledge, skills and understanding through the making of photographs, videos and digital images that leads to conceptual and technical accomplishment.
- Develop knowledge, skills and understanding that leads to increasingly accomplished critical and historical investigations of photography, video and digital imaging.

## Sport, Lifestyle & Recreation Studies

2 units for Year 11 and Year 12  
Board Endorsed Course

**Category:** Not Applicable

**Exclusions:**

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

**Course Contact:** Head Teacher – Mr G Wright

Fees may be charged where external training courses are undertaken

**Note:** *Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted*

The Sport, Lifestyle and Recreation Course is a logical extension of the 7-10 PDHPE Key Learning Area. It caters for student needs and interests in both theoretical and practical aspects of Sport, Lifestyle and Recreation.

Students select modules from the list below, thus enabling the course to be structured to meet the specific needs of students.

The modules in Sport, Lifestyle & Recreation are:

1. Aquatics
2. Athletics
3. Dance
4. Direct Interceptive Activities eg Hockey, Touch, Futsal, Netball, Soccer
5. First Aid and Sports Injuries
6. Fitness
7. Gymnastics
8. Healthy Lifestyle
9. Individual Performance Activities eg Golf, Archery, Rowing, Triathlon, Cycling
10. Indirect Interceptive Activities eg Badminton, Softball, Squash, Tennis, Sailing
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives
14. Sports Administration
15. Sports Coaching and Training

There is a growing awareness in society of the need to be physically active to ensure a healthy lifestyle. Participation in this course will lead to better informed community members, through involvement in such areas as skilled movement, sports coaching and the recreational and sociological perspectives of sport. There is also a desire for excellence in performance with society and students will have the opportunity to enhance and refine their own physical skills in a variety of activities.

**Students For Whom The Course Is Designed**

The Sport, Lifestyle and Recreation Studies course is designed to meet the needs of the increasing number of students returning to Years 11 and 12. The course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course is designed as a basic program for students wishing to pursue a study of sport, healthy lifestyle and recreation as an extended study at 2 unit level over one or two years.

## VOCATIONAL EDUCATION AND TRAINING

### PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

#### Stage 5 Board Endorsed VET courses

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

Stage 5 Board Endorsed VET courses are 100 hour courses offered as part of the Record of School Achievement (RoSA) and include outcomes and content drawn from national industry training packages endorsed by the NSW Educational Standards Authority (NESA). Stage 5 VET courses are designed to deliver workplace-specific skills and knowledge and cover a range of career and industry areas. Stage 5 VET courses for secondary students are developed by the NESA and are based on National Training packages.

These qualifications are recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

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

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

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

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

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

Due to the specific requirements of a Stage 5 VET course, it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.





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

Course: <b>Hospitality</b> (240 indicative hours) Board Developed Course (240 hour) 26511		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)	
The <b>SIT 20316 Certificate II in Hospitality</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIT20316 Certificate II in Hospitality</b> (Release 2) <a href="http://training.gov.au/Training/Details/SIT20316">http://training.gov.au/Training/Details/SIT20316</a> You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement towards the qualification is possible if at least one unit of competency is achieved.			
<b>Recommended Entry Requirements</b> Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop.			
<b>Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency</b>			
<b>6 Core</b> BSBWOR203 Work effectively with others SITXCOM002 Show social and cultural sensitivity SITXWS001 Participate on safe work practices SITHIND002 Source and use information on the Hospitality Industry SITXCCS003 Interact with customers SITHIND003 Use hospitality skills effectively		SITHFAB004 Prepare and serve non-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee B SITHFAB007 Serve food and beverage SITXFSA001 Use hygienic practices for food safety SITHCCC001 Use food preparation equipment SITHCCC003 Prepare and present sandwiches SITXCOM001 Source and present information BSBSUS201 Participate in environmentally sustainable work practices SITXFSA002 Participate in safe food handling practices	
Students may apply for Recognition of Prior Learning (RPL) and/or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:</b>			
Working within the hospitality industry involves ▪ organising information and records in both paper and electronic forms ▪ customer (client) service		<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ using technologies</li> <li>▪ creating documents</li> </ul>	
<b>Examples of occupations in the Hospitality (Food and Beverage) Industry</b>			
▪ Café Attendant		▪ Catering assistant	▪ Food and beverage attendant
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment. Students who do not meet these requirements will be 'N' determined as required by NESA.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
Course Cost: Preliminary - \$150 HSC - \$150 <b>School Specific equipment and associate requirements for students</b>		<b>Refunds:</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools Macquarie Park RTO 90222 Disclaimer: If you require accessible documents, please contact your VET coordinator for support		V1.2 Updated March 2022	

## 2023 PRIMARY INDUSTRIES COURSE DESCRIPTOR

### AHC20116 Certificate II in Agriculture Public Schools NSW, Macquarie Park RTO 90222

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

Course: <b>Primary Industries</b> Board Developed Course (240 hour) 26811		2 or 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>AHC20116 Certificate II in Agriculture</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification with Public Schools NSW, Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of AHC20116 Certificate II in Agriculture <a href="https://training.gov.au/Training/Details/AHC20116">https://training.gov.au/Training/Details/AHC20116</a> You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
<b>Recommended Entry Requirements</b> Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in an agricultural environment. They should be able to use a personal digital device including a personal computer or laptop.			
<b>Agriculture, Horticulture and Conservation and Land Management Training Package Units of Competency</b>			
<b>3 Core</b> AHCWRK209 Participate in environmentally sustainable work practices AHCWHS201 Participate in work health and safety processes AHCWRK204 Work effectively in the industry practices.		<b>15 Electives (cont)</b> AHCWRK205 Participate in workplace communications AHCPMG201 Treat weeds AHCLSK204 Carry out regular livestock observation AHCLSK205 Handle livestock using basic techniques AHCLSK209 Monitor water supplies AHC SOL202 Assist with soil or growing media sampling and testing AHCNSY202 Care for nursery plants AHCNSY201 Inspect and clean machinery for plant, animal and soil material AHCNSY201 Pot up plants (Plant option) AHCNSY203 Undertake propagation activities	
<b>15 Electives</b> AHCCHM201 Apply chemicals under supervision AHCWRK201 Observe and report on weather AHCLSK202 Care for health and welfare of livestock AHC MOM202 Operate tractors AHCINF202 Install, maintain and repair farm fencing			
Students may apply for Recognition of Prior Learning (RPL) and/or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry</b>			
This qualification provides a general vocational outcome in agriculture. The qualification enables individuals to select a livestock production, plant or livestock context as a job focus			
<b>Examples of occupations in the Agriculture industry:</b>			
<ul style="list-style-type: none"> <li>▪ farm or station hand/labourer</li> <li>▪ shearing hand</li> </ul>	<ul style="list-style-type: none"> <li>▪ nursery assistant</li> <li>▪ livestock worker</li> </ul>	<ul style="list-style-type: none"> <li>▪ assistant farm or station worker</li> <li>▪ assistant animal attendant/stockperson</li> </ul>	
<b>Mandatory HSC Course Requirements</b> 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.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> 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, 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.			
<b>Competency-Based Assessment</b> 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.			
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
<b>Course Cost:</b> Preliminary - \$50 HSC - \$50 <b>School Specific equipment and associate requirements for students</b>		<b>Refunds</b> <b>Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</b>	
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2023 Course Descriptor AHC20116 Certificate II in Agriculture Public Schools NSW, Macquarie Park RTO 90222 Disclaimer: If you require accessible documents, please contact your VET coordinator for support			

## 2023 RETAIL SERVICES COURSE DESCRIPTOR

### SIR30216 Certificate III in Retail Public Schools NSW, Macquarie Park RTO 90222

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

Course: <b>Retail Services</b> Board Developed Course (240 hour) 26911		2 or 4 Preliminary and/or HSC units in total Category B status for Australian Tertiary Admission Rank (ATAR)	
<p>By enrolling in a VET qualification with <b>Public Schools NSW Macquarie Park RTO 90222</b> you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail (Release 4) <a href="https://training.gov.au/training/details/sir30216">https://training.gov.au/training/details/sir30216</a>. You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>			
<p><b>Recommended Entry Requirements</b> Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a retail environment. They should be able to use a personal digital device including a personal computer or laptop.</p>			
<p><b>Retail Services Training Package (SIR 7.0) Units of Competency</b></p>			
<p><b>Core</b></p> <p>IRXCEG001 Engage the customer SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCOM002 Work effectively in a team SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty</p>		<p><b>5 Electives</b></p> <p>SIRXMER001 Produce visual merchandise displays SIRXPDK001 Advise on products and services SIRRINV001 Receive and handle retail stock SIRRINV002 Control stock SIRXIND002 Organise and maintain the store environment SIRXSLS002 Follow point-of-sale procedures</p>	
<p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p>			
<p><b>Pathways to Industry - Skills gained in this course transfer to other occupations</b></p>			
<p>Working within the retail services industry involves</p> <ul style="list-style-type: none"> <li>engaging the customer</li> <li>maintaining daily store operations</li> </ul>		<ul style="list-style-type: none"> <li>delivering on organisational expectations</li> <li>having a sound knowledge of product and service offerings.</li> </ul>	
<p><b>Examples of occupations in the Retail Industry:</b></p>			
<ul style="list-style-type: none"> <li>frontline sales assistant</li> <li>customer service representative</li> </ul>	<ul style="list-style-type: none"> <li>shop assistant</li> <li>retail supervisor</li> </ul>	<ul style="list-style-type: none"> <li>quick service restaurant assistant</li> </ul>	
<p><b>Mandatory HSC Course Requirements</b> 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.</p> <p><b>External Assessment (optional HSC examination for ATAR purposes)</b> 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, 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.</p>			
<p><b>Competency-Based Assessment</b> 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. <b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.</p>			
<p><b>Course Cost:</b> Preliminary - \$35 HSC - \$35 <b>School Specific equipment and associate requirements for students</b></p>		<p><b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>	
<p>A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a></p>			
<p>Exclusions: VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>			
<p>2023 Course Descriptor SIR30216 Certificate III in Retail Public Schools NSW Macquarie Park, RTO 90222 Disclaimer: If you require accessible documents, please contact your VET coordinator for support</p>		<p>V1.2 Updated March 2022</p>	