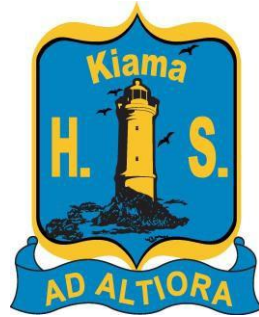


# Kiama High School



2021 Year 11  
& 2022 Year 12  
Course Selections

## 2021 Year 11 Course Selection Timetable

When	What
<b>Term 2</b> Week 10  <b>Term 3</b> Week 1	<ul style="list-style-type: none"> <li>• Course Selection information booklet distributed to students</li> <li>• Year 10 Careers lessons on course selections.</li> </ul>
<b>Term 3</b> Week 2 & 3	<ul style="list-style-type: none"> <li>• Parent and student access to online course and selection process information</li> </ul>
<b>Friday 7 Aug</b>  <b>Term 3</b> Week 3	Cut-off date for students to submit their NINE course preferences: <ul style="list-style-type: none"> <li>• On-line via Edval;</li> <li>• A printed copy of their Edval selections, together with the completed questionnaire, must be submitted to Mrs Powell.</li> </ul> <p>NB: These require the signatures of BOTH the student and his/her parent/carer.</p>
<b>Term 3</b> Week 4/5	Interviews conducted with all Year 10 students to review selections. These one-on-one conversations will ensure selection compatibility with students' post-school aspirations, other course selections, and abilities and interests.
<b>Fri 28 Aug</b>  <b>Term 3</b> Week 6	EVET applications due to Mrs Hicks
<b>Term 3</b> Week 7	A Sentral-printed letter attached to a student course offerings list and questionnaire responses will be sent home for parent/carer signature.
<b>Wed 11 Sept</b> Week 8	Deadline for return of signed parent notes and preference changes.
<b>Term 3</b> Week 9	Draft class lists and course allocations printed for review. DP to check for eligibility concerns.
<b>2021, Term 1</b> Week 5 Friday	Last date for requests to change Year 11 Course Selections.  NB: Students may request changes to their selections up to Friday, Week 5, Term 1 of 2021. There is the chance that the change <i>may not</i> be accommodated; however, all attempts will be made. No changes will be made after Week 5, except for exceptional circumstances.

## FOREWORD

Dear students,

The Higher School Certificate (HSC) offers a wide range of courses for students. It is important to read the information in this booklet carefully and think about the types of courses you enjoy studying and the career or further education opportunities you would like to pursue. Choose your own courses based on those interests, strengths and goals.

The decision that you will make concerning Year 11 Courses for 2021 need to be well considered as it is difficult to swap subjects once our lines of courses offered are established. Please discuss your ideas regarding pattern of study with your parents, teachers, Year Adviser (Ms Luke), the Careers Adviser (Ms Hicks) and people you may know working in your preferred industry.

Besides the traditional Higher School Certificate subjects, there are Vocational Education and Training (VET) Courses which can count towards the Australian Tertiary Admission Rank (ATAR) and provide students with valuable employment-related skills.

We want you to reach your academic potential and have high expectations that you will commit fully to your studies. It is expected that you attend all scheduled classes, wear your uniform with pride and take advantage of any opportunities offered to you to reach your goals. Our job is to provide students with a curriculum that meets your needs; to provide quality teaching and resources to support your learning.

All students wishing to begin an HSC pattern of study must complete "All My Own Work". This course must be completed before Year 11 studies begin and will be made available to students in Year 10. The school will ensure that you are properly informed about the course. Know the rules and regulations concerning your courses and selections for Year 11 and Year 12 courses so that you can succeed. We wish you all the best in the senior school. Enjoy the rich and rewarding experience of senior studies at Kiama High School.

Regards

Catherine Glover  
Principal

## The Higher School Certificate (HSC)

The HSC is a qualification issued by the New South Wales Education Standards Authority (NESA).

**Candidates for the Higher School Certificate must undertake a program of study comprising at least:**

- 12 units of Year 11 courses (Terms 1, 2 and 3); and
- 10 units of Year 12 courses (Yr11 - Term 4, Yr12 - Terms 1, 2 and 3)

**Both the Year 11 and the Year 12 course patterns must include:**

- at least six units of Board Developed Courses;
- at least two units of English;
- at least three courses of two units value (or greater);
- at least four subjects; and

## The Australian Tertiary Admission Rank (ATAR)

The ATAR is a tool used by the Universities Admission Centre (UAC) in order to rank school leavers for entry into universities. The eligibility requirements are different for the HSC and ATAR.

**What are the ATAR requirements?**

To be eligible for an ATAR a student must complete at least ten units of Board Developed Courses including at least two units of English (NB. English Studies can contribute to the calculation of an ATAR; however, it is not recommended that a student, intending upon studying at university, completes the English Studies course.)

The ATAR is calculated on:

- the best two units of English; and
- the best eight units from the remaining Board Developed Course units, subject to the provision that **no more than two units of Category B courses be included.**

For more details on the ATAR, including how it is calculated visit [www.uac.edu.au](http://www.uac.edu.au) or talk to the Careers Adviser. The best advice when selecting subjects for Years 11 and 12 is to remember that the ATAR is a ranking tool and students should not focus on scaling, but choose subjects they enjoy and in which they will do well.

## COURSES BEING OFFERED IN YEAR 11, 2021

There are three main types of courses that can be studied:

- Board Developed Category A courses
  - External HSC Exam
  - Count towards ATAR for university entry
- Board Developed Category B courses
  - Optional external HSC Exam – students must sit this if they want it to count towards an ATAR calculation for university entry
  - A maximum of 2 units of these courses can be included in ATAR calculation
- Board Endorsed courses
  - No external HSC Exam
  - Contribute towards the HSC but not ATAR

The combinations of these courses studied will determine student eligibility for:

- **Higher School Certificate (HSC)**
- **Australian Tertiary Admissions Rank (ATAR)**, as per previous page.

**NB:** Courses will only run if the student demand justifies it.

### **Board Developed Courses – Category A**

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

- |   |   |
|---|---|
| ➤ Aboriginal Studies                    | ➤ Information Processes & Technology      |
| ➤ Ancient History                       | ➤ Investigating Science                   |
| ➤ Biology                               | ➤ Italian Continuers                      |
| ➤ Business Studies                      | ➤ Japanese Continuers                     |
| ➤ Chemistry                             | ➤ Legal Studies                           |
| ➤ Community and Family Studies          | ➤ Mathematics Advanced                    |
| ➤ Drama                                 | ➤ Mathematics Extension (1 Unit)          |
| ➤ Earth and Environmental Science       | ➤ Mathematics Extension 1* (1 Unit–Yr 12) |
| ➤ Economics                             | ➤ Mathematics Extension 2* (1 Unit–Yr 12) |
| ➤ Engineering Studies                   | ➤ Mathematics Standard (2 Unit - Year 11) |
| ➤ English Advanced                      | ➤ Mathematics Standard 2 (2 Unit – Yr 12) |
| ➤ English Extension (1 Unit)            | ➤ Modern History                          |
| ➤ English Extension 1* (1 Unit – Yr 12) | ➤ Music 1                                 |
| ➤ English Extension 2* (1 Unit – Yr 12) | ➤ Personal Development/Health/PE          |
| ➤ English Standard                      | ➤ Physics                                 |
| ➤ Food Technology                       | ➤ Science Extension (1 Unit – HSC)        |
| ➤ French Beginners                      | ➤ Society & Culture                       |
| ➤ Geography                             | ➤ Software Design and Development         |
| ➤ History Extension* (1Unit – HSC)      | ➤ Visual Arts                             |
| ➤ Industrial Technology - Timber        |   |

\* See NOTE: p. 8.

## **Board Developed Courses – Category B**

These courses contribute towards your HSC. They have an optional HSC examination that students must sit if they want the course to count towards an ATAR. **A maximum of 2 units of Board Developed Category B courses can count in your 10 ATAR units.** Some Category B courses can provide credit towards a VET qualification (see section below on VET courses).

- Construction #
- English Studies (2 Units)^
- Hospitality # (B)
- Mathematics Standard 1 (2 Units - HSC)
- Metal & Engineering # (C)

# VET Courses delivered at Kiama High School.

^ English Studies, if an external examination is sat, can count towards an ATAR. However, as mentioned on p. 2, it is not recommended that students intending on studying at university, study the English Studies course.

## **Content Endorsed Courses**

There is no external examination for any Content Endorsed Courses. They contribute to the units required for the Higher School Certificate but **do not count in the calculation of the ATAR.** Board Endorsed Courses delivered by TAFE or other Registered Training Organisations (RTOs) also provide credit towards a VET qualification (see section below on VET courses).

- Exploring Early Childhood
- Marine Studies
- Photography, Video & Digital Imaging
- Sport, Lifestyle & Recreation Studies
- Visual Design
- Work Studies

## **Life Skills**

Life Skills courses are available for students with special education needs.

## **Vocational Education and Training Courses (VET)**

VET Courses are industry-based, hands-on courses and usually include work skills and experience through work placements (compulsory for all Board Developed Category B courses). Their strength is to improve and enhance the employment and further training opportunities available to students. Students can be studying for a HSC and training for a specific vocational area at the same time. Each course framework is based on national competency standards that have been determined by a particular industry and defined in a national training package.

## VET Courses:

- count towards an HSC program of study
- lead to a nationally recognised Australian Qualifications Framework (AQF) qualification
- involve competency based assessment of skills and knowledge

In addition to the VET courses offered at school, students can also apply to study **Externally-delivered VET courses** (EVET courses). Please note the following key information:-

- Externally Delivered Vocational Education and Training courses are delivered by TAFE or other VET Providers. EVET allow school students to gain workplace skills and experience to get a head-start on their career.
- EVET allows you to:
  - Gain practical, work-related skills to enhance your future employment opportunities.
  - Complete units that count towards your Higher School Certificate (HSC).
  - Start or complete a nationally-recognised VET qualification while still at school.
  - When you finish your EVET course you'll receive a nationally-accredited Certificate qualification or a Statement of Attainment. Most EVET courses articulate into further TAFE, or Private College courses.
- EVET courses are offered across a variety of job areas, such as children's services, automotive mechanics, animal studies, human services (nursing), and many more.
- **Contribution towards Higher School Certificate (HSC) and ATAR**  
All EVET courses count towards a student's HSC. EVET Industry Curriculum Framework (ICF) courses may contribute to the Australian Tertiary Admissions Rank (ATAR) with students having ability to sit for an optional Higher School Certificate exam. All ICF courses include mandatory work placement of 70 hours over 2 years.
- **Work placement**  
Many EVET courses include some time working in the industry area of your course. This is called 'work placement' and it gives students the chance to learn new skills and apply the skills they have already learnt as part of their course.

Work placement helps students to:

- Gain insights into the kind of career they would like to have
  - Make informed decisions about further training and study
  - Become more employable
  - Be better equipped for business and employment opportunities
- When applying for an EVET course, students and their parents will need to show that:
    - Career pathway planning is integral to the student's course selection
    - The student understands the commitment required, including:
      - The completion of all course requirements, including mandatory work placement
      - Regular attendance. Students are responsible for arranging their own travel and meeting the travel costs
      - Time-tabling issues which may require students to catch up on class work missed at school
  - Applications to undertake an EVET courses are due by **Week 6, Term 3 (Fri 28 Aug 20)**

Contact the school's VET Coordinator or Careers Adviser for details on what VET courses are available and how to apply.

- Course information is available via [https://evet.nsw.edu.au/course\\_information/](https://evet.nsw.edu.au/course_information/). Students should use this website to identify suitable options and then see Mrs Hicks in L3 to discuss. Interested students will be issued with an application form to complete.
- Courses are provided by a range of local training providers including Kiama Community College, TAFE NSW, Illawarra ITEC, Aerospace Training Services and UOW College.
- Kiama High School students have studied in a range of vocational areas including: outdoor recreation, nursing, electrotechnology, automotive, fitness, design, plumbing, beauty and hairdressing. There are many options available - students should make an informed decision after doing their research.
- Some EVET courses are Board Developed Category B and will count towards an HSC and ATAR, while others are Board Endorsed and will count towards a HSC, but not an ATAR.
- Students ***are to select and be allocated a full program of courses to study at school***, as EVET course applications are not finalised until the end of Term 4. Students are to attend a full program of courses at Kiama High School, as well as their EVET course, for the first few weeks of 2020. If they enjoy and choose to continue with their EVET course, they can then apply to relinquish one of their courses at school.
- Patterns of delivery for EVET courses vary greatly including face-to-face, mixed and online delivery options. Many courses are also delivered as a 4 unit x 1 year pattern, meaning that students are out of school for a full day each week and complete their course at the end of Term 3.
- Students intending to study an EVET course need to be highly motivated for that course as it is a huge commitment that typically involves independent travel, irregular hours and catching-up on missed classwork at school. This commitment is not to be taken lightly.
- Some EVET courses will require students to attend compulsory work placement. Students must attend and are also obliged to catch up on missed classwork back at school.



### **THIS IS VERY IMPORTANT!**

Students wishing to study a course delivered off-site (TAFE, RTO, Distance Education) *must still go through the school's full selection process*. This means that you will be enrolled in 12 units of "in-school" courses. Once acceptance into your course has been confirmed in writing and the course has commenced, you will be able to relinquish a course at school.

### **DISTANCE EDUCATION**

If there is a course that you would like to study that is **not** offered by Kiama High School, you *may* have the option of studying it by Distance Education. Courses are delivered by Finigan School of Distance Education.

To succeed in this type of learning course, you must be motivated and be an independent worker. If you think this may be an option for you, you must see the KHS Librarian as soon as possible. *Unless there are exceptional circumstances, you will not be permitted to study a course by Distance Education that is also being run by the school.*

### **EXTENSION COURSES**

The extension courses available **Year 11** are

- **English Extension**, and
- **Mathematics Extension.**

Extension courses are available in **Year 12**. These are:

- **English Extension 1**
- **English Extension 2**

To study either of these extension courses, the Year 11 English Extension course **MUST** have been completed.

Further, a student **MUST** be studying Year 12 English Extension 1 in order to study the Year 12 English Extension 2 course.

- **Mathematics Extension 1**
- **Mathematics Extension 2**

Similarly, to study either of these extension courses, the Year 11 Mathematics Extension course **MUST** have been completed.

A student **MUST** be studying Year 12 Mathematics Extension 1 in order to study the Year 12 Mathematics Extension 2 course.

**NOTE:**

- When a student completes 2-unit Mathematics Advanced (required study for the Mathematics Extension courses) and the 1-unit HSC Mathematics Extension 1 course, it counts as THREE units for the calculation of an ATAR.
  - When a student completes the 2-unit Mathematics Advanced course with the 1-unit HSC Mathematics Extension 1 and 1-unit HSC Mathematics Extension 2, for the purposes of an ATAR calculation, only the extension courses are included and these are valued at 2 units each.
- **History Extension**– available in Year 12 only. It is valued at 1-unit and **MUST** be studied in conjunction with Year 12 Ancient History and/or Year 12 Modern History.
- **Science Extension** – available in Year 12 only. It is valued at 1-unit and **MUST** be studied in conjunction with Year 12 Biology and/or Year 12 Chemistry and/or Year 12 Earth & Environmental Science and/or Year 12 Investigating Science and/or Year 12 Physics.

## COURSE COSTS

Some courses offered at Kiama High School have significant compulsory costs that must be paid annually by all students.			
<b>English Courses</b>			
<ul style="list-style-type: none"> <li>English Extension</li> </ul>	<ul style="list-style-type: none"> <li>English Extension 1</li> <li>English Extension 2</li> </ul>	\$10.00	
<b>Mathematics Courses</b>			
<ul style="list-style-type: none"> <li>Mathematics Advanced</li> <li>Mathematics Standard</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Standard 1</li> <li>Mathematics Standard 2</li> </ul>	\$15.00	The Mathematics Advanced and Mathematics Standard courses incur an additional online access fee of \$15.00.
<ul style="list-style-type: none"> <li>Mathematics Extension</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Extension 1</li> <li>Mathematics Extension 2</li> </ul>	\$ 5.00	The Extension courses also incur an online access fee of \$15
<b>Science Courses</b>			
<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Earth &amp; Environmental Studies</li> <li>Investigating Science</li> </ul>	<ul style="list-style-type: none"> <li>Physics</li> <li>Science Extension</li> </ul>	\$20.00	
<ul style="list-style-type: none"> <li>Marine Studies</li> </ul>		\$30.00	
<b>Human Society &amp; Its Environment Courses</b>			
<ul style="list-style-type: none"> <li>Aboriginal Studies</li> <li>Ancient History</li> <li>Business Studies</li> <li>Economics</li> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>History Extension</li> <li>Legal Studies</li> <li>Modern History</li> <li>Society &amp; Culture</li> </ul>	\$10.00	
<b>Personal Development, Health &amp; Physical Education Courses</b>			
<ul style="list-style-type: none"> <li>Personal Development, Health &amp; Physical Education</li> <li>Sport, Lifestyle &amp; Recreation Studies</li> </ul>		\$15.00 \$10.00	SLR has user-pays costs for activities.
<b>Creative &amp; Performing Arts Courses</b>			
<ul style="list-style-type: none"> <li>Drama</li> </ul>		\$10.00	
<ul style="list-style-type: none"> <li>Music</li> </ul>		\$40.00	\$50.00 instrument hire, if required
<ul style="list-style-type: none"> <li>Photography, Video &amp; Digital Media</li> </ul>		\$60.00	Students require hard drive and large SD card.
<ul style="list-style-type: none"> <li>Visual Arts</li> </ul>		\$68.00	For standard art equipment. Includes \$8.00 Visual Arts Diary. Specialised materials incur additional cost.
<ul style="list-style-type: none"> <li>Visual Design</li> </ul>		\$60.00	
<ul style="list-style-type: none"> <li>French Beginners / Italian Continuers</li> </ul>		\$60.00	Includes Language Workbook and online access
<ul style="list-style-type: none"> <li>Japanese Continuers</li> </ul>		\$40.00	Includes Language Workbook
<b>Technologies</b>			
<ul style="list-style-type: none"> <li>Community &amp; Family Studies</li> <li>Engineering Studies</li> <li>Exploring Early Childhood</li> </ul>	<ul style="list-style-type: none"> <li>Information Processes &amp; Technology #</li> <li>Software Design &amp; Development # **</li> </ul>	\$10.00	# IPT & SDD costs \$20.00 ** Students require USB drive.
<ul style="list-style-type: none"> <li>Food Technology</li> </ul>		\$50.00	
<ul style="list-style-type: none"> <li>Industrial Technology – Timber</li> </ul>		\$50.00	Materials may incur additional costs.
<b>VET Courses</b>			
<ul style="list-style-type: none"> <li>Construction</li> </ul>		\$ 85.00	Students required to provide steel-capped boots and Hi-Vis shirt for practical lessons. \$100.00 White Card course at school.
<ul style="list-style-type: none"> <li>Hospitality</li> </ul>		\$175.00	\$60.00 uniform; \$90.00 consumables, \$25.00 Tool Kit Hire
<ul style="list-style-type: none"> <li>Metals &amp; Engineering</li> </ul>		\$85.00	Students will be required to provide steel-capped boots and a navy-blue work overall for practical lessons.
In addition to the costs associated with these courses there will be field trips, excursions, seminar days, live performances, etc. that will involve significant expenses in order to meet the Board of Studies requirements.			
This is provided to give you as much information as possible so that you are aware of the commitments prior to selections being made.			

## HOW TO CHOOSE YOUR COURSES

The following steps will assist in making the best course selections for you:

1. Choose courses that **interest you** and in which you are capable of doing well.
2. Choose courses that do not close off career paths that may interest you. It is very normal for students to either not know what they want to do after school at this stage OR to change their mind many times over the next few years. Choose courses that **maximise your options**.
3. If you intend to go to university, check that you are eligible for an ATAR. Read the booklet published by the University Admissions Centre (UAC) - *Steps to Uni for Year 10 Students*. This booklet is available from the Careers Adviser and is vital reading for those considering going to university as it indicates what courses you must study at school in order to study certain courses at university.

Remember, if you are not sure what course you might study at university, try to keep your options open. In particular, note that many university courses in the fields of Mathematics, Science, Health, Engineering, Information Technology and Commerce require students to have studied Mathematics Advanced (not Mathematics Standard).

4. Make sure your pattern of subjects **satisfies the requirements for a HSC**.
5. **Use all the experts** (Head Teacher: Secondary Studies, Year Adviser, Deputy Principal, Head Teachers, Careers Adviser and Classroom Teachers) to ensure you have chosen the appropriate subject and level.
6. **Do your own research**. A good place to start is by looking at the **syllabus documents** for the courses, as this outlines key information including content, assessment, examinations, etc. These can all be found at [educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z)
7. Be prepared to change your choices at this stage. **Be realistic** in considering your study commitments, time availability and other responsibilities.
8. Read this book carefully. **Check the exclusions** listed for each course as some courses cannot be studied together.

### REMEMBER

#### DO

- ✓ Select the subjects **you** are good at
- ✓ Select the subjects **you** enjoy
- ✓ Select the subjects **you** need to meet your future goals

#### DO NOT

- × Select subjects based on your friends' choices
- × Select subjects based on who the teacher might be
- × Select subjects to try and manipulate the scaling process

## NOTES:

# Course Descriptions

## Aboriginal Studies

**2 units** for each of Year 11 & Year 12 **Board Developed Course - ATAR**

**Exclusions:** Nil

**Course Costs:** \$10.00

The **Year 11 Course** focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

- **Part I: Aboriginality and the Land (20%)**
  - Aboriginal peoples' relationship to Country
  - Dispossession and dislocation of Aboriginal peoples from Country
  - Impact of British colonisation on Country
- **Part II: Heritage and Identity (30%)**
  - The Dreaming and cultural ownership
  - Diversity of Aboriginal cultural and social life
  - Impact of colonisation on Aboriginal cultures and families
  - Impact of racism and stereotyping
- **Part III: International Indigenous Community: Comparative Study (25%)**
  - Location, environment and features of an international Indigenous community
  - Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- **Part IV: Research and Inquiry Methods: Local Community Case Study (25%)**
  - Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information.

The **Year 12 Course** provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

- **Part I – Social Justice and Human Rights Issues (50%)**
  - **A Global Perspective (20%)** Global understanding of human rights and social justice AND
  - **B Comparative Study (30%)** A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal Community for each topic (20%)**
  - **A Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses **OR**
  - **B Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project (30%)** Choice of project topic based on student interest.

### Particular Course Requirements

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

**Course Contact:** Mr Mark Storch, Head Teacher: Human Society & Its Environment

## Ancient History

**2 units** for each of Year 11 & Year 12 **Board Developed Course - ATAR**

**Exclusions:** Nil

**Course Costs:** \$10.00

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

The Year 11 course comprises three sections.

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies') Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (40 indicative hours) Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

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

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

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

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

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours)
- One 'Personalities in their Times' topic (30 indicative hours)
- One 'Historical Periods' topic (30 indicative hours)

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

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

- Egypt
- Near East
- China
- Greece
- Rome.

**Course Contact:** Mr Mark Storch, Head Teacher: Human Society & Its Environment

## Biology

**2 units** for each of Year 11 & Year 12     **Board Developed Course - ATAR**

**Exclusions:**

**Course Costs:** \$20.00

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

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

The Year 11 course consists of four modules.

- **Module 1** Cells as the Basis of Life
- **Module 2** Organisation of Living Things
- **Module 3** Biological Diversity
- **Module 4** Ecosystem Dynamics

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

The Year 12 course consists of four modules.

- **Module 5** Heredity
- **Module 6** Genetic Change
- **Module 7** Infectious Disease
- **Module 8** Non-infectious Disease and Disorders

### Particular Course Requirements

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

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

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

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

**Course Contact:** Mr A. Page, Head Teacher: Science

## Business Studies

**2 units** for each of Year 11 & Year 12     **Board Developed Course - ATAR**

**Exclusions:** Nil

**Course Costs:** \$10.00

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

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

### The Year 11 Course

- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

### The Year 12 Course

- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

**Particular Course Requirements Nil**

**Course Contact:** Mr Mark Storch, Head Teacher: Human Society & Its Environment



## Chemistry

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

**Exclusions:**

**Course Costs:** \$20.00

Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

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

The Year 11 course consists of four modules.

- **Module 1** Properties and Structure of Matter
- **Module 2** Introduction to Quantitative Chemistry
- **Module 3** Reactive Chemistry
- **Module 4** Drivers of Reactions

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

The Year 12 course consists of four modules.

- **Module 5** Equilibrium and Acid Reactions
- **Module 6** Acid/base Reactions
- **Module 7** Organic Chemistry
- **Module 8** Applying Chemical Ideas

### Particular Course Requirements

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

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

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

**Course Contact:** Mr A. Page, Head Teacher: Science

## Community & Family Studies

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

**Exclusions:** Nil

**Course Costs:** \$10.00

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

### The Year 11 Course

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

### The Year 12 Course

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

### Module Options

Select one of the following (approximately 25% of course time):

- **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.
- **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

### Particular Course Requirements

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

**Course Contact:** Ms Kylie Chapman, Head Teacher: Technology & Applied Science

## Drama

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

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

**Course Costs:** \$10.00

### The Year 11 Course

Students work in a practical way and study performance and appreciation of using the following methods:

- Improvisation and acting skills
- Collaborating in groups to create original theatre (playbuilding)
- Elements of production that support performance
- Theatrical traditions and performance styles

### The Year 12 Course

1. Theory - Students study Australian and International drama and theatre using theoretical study and practical exploration. Students study themes, issues, theatrical styles and traditions.
2. Individual Project - Students choose to complete a project from the following list of choices:
  - Video (7 mins)
  - Costume Design
  - Performance
  - Scriptwriting
  - Promotion Design
  - Director's Folio
  - Play Reviews
  - Research Project
  - Lighting Design
  - Set Design
3. Group Performance - Students form a group of between 3 – 6 from within the class and create a piece of original theatre (8-12 mins) during class time. Each group brings the play from the idea phase to complete performance /production for an audience, using costumes, props and any lighting or sound effects.

### Particular Course Requirements

The Year 11 course is preparation for the Year 12 Course. Students must be interested in and prepared to perform for an audience, but the only compulsory performance is the Group Project

**Course Contact:** Ms Kate Stehr, Head Teacher: Creative & Performing Arts/LOTE

## Earth & Environmental Science

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

**Exclusions:**

**Course Costs:** \$20.00

Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

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

The Year 11 course consists of four modules.

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

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

The Year 12 course consists of four modules.

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

### Particular Course Requirements

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

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

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

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

**Course Contact:** Mr A. Page, Head Teacher: Science

## Economics

**2 units** for each of Year 11 & Year 12     **Board Developed Course - ATAR**

**Exclusions:** Nil

**Course Costs:** \$10.00

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

### The Year 11 Course

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

### The Year 12 Course

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

**Particular Course Requirements** Nil

**Course Contact:** Mr Mark Storch, Head Teacher: Human Society & Its Environment

## Engineering Studies

**2 units** for each of Year 11 & Year 12     **Board Developed Course - ATAR**

**Exclusions:** Nil

**Course Costs:** \$10.00

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.

**The Year 11 Course** Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering.

### The Year 12 Course

Students undertake the study of 4 compulsory modules:

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

### Particular Course Requirements - Engineering Report

Year 11 Course - Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

Year 12 Course - Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

One engineering report from the Year 11 course and one engineering report from the Year 12 course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

**Course Contact:** Ms Kylie Chapman, Head Teacher: Technology & Applied Science

## English - Advanced

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

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

**Course Costs:** \$ 1 0

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

The course has two sections:

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

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

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

The course has two sections:

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

### Particular Course Requirements

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

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

Year 11 students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

Year 12 students are required to study:

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

**Course Contact:** Ms Kim Desborough, Head Teacher: English (Rel.)

## English Extension

1 unit for Year 11

Board Developed Course - ATAR

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

**Co-requisite:** Students are expected to be studying or have studied English Advanced Year 11 Course.

**Course Costs:** \$10.00

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

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

Students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

### Particular Course Requirements

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

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

Year 11 students are required to:

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

**Course Contact:** Ms Kim Desborough, Head Teacher: English (Rel.)

## English Extension 1

1 unit for Year 12 Course

Board Developed Course - ATAR

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

**Prerequisite:** Students are expected to have studied the English Extension (Year 11) Course.

**Corequisite:** Students are expected to be studying or have studied English Advanced Year 12 Course.

**Course Costs:** \$10.00

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

Students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

The course has one common module, *Literary Worlds*, with five associated electives.

Students must complete one elective chosen from one of the five electives offered for study.

The electives are

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

### Particular Course Requirements

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

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

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

- at least **three** prescribed texts for the elective study which must include two extended print texts (as outlined in the *English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023* document)
- at least TWO related texts.

**Course Contact:** Ms Kim Desborough, Head Teacher: English (Rel.)

## English Extension 2

1 unit for Year 12 Course

Board Developed Course - ATAR

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

**Prerequisite:** Students are expected to have studied the English Extension (Year 11) Course.

**Corequisite:** Students are expected to be studying or have studied English Advanced Year 12 Course and the English Extension 1 Course.

**Course Costs:** \$10.00

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

Students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

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

### Particular Course Requirements

In the English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia.

**Course Contact:** Ms Kim Desborough, Head Teacher: English (Rel.)

## English Standard

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

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

**Course Costs:** Nil

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

The course has two sections:

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

Students are required to study:

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

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

The course has two sections:

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

Students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

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

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

Students are required to study:

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

**Course Contact:** Ms Kim Desborough, Head Teacher: English (Rel.)

## English Studies

**2 units** for each of Year 11 & Year 12

**Board Developed Course**

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

**Course Costs:** \$10

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

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

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

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

Students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

In the **Year 11 Course**, students

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

In the **Year 12 Course**, the HSC Common Content consists of one module *Texts and Human Experiences*, which is also common to the HSC Standard and the HSC Advanced courses, where students analyse and explore texts and apply skills in synthesis.

Students study 2–4 additional syllabus modules (selected based on their needs and interests).

Students may also study an optional teacher-developed module.

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

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

Students are required to:

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

**In addition** to the above requirements, students in Year 12 **only** are required to:

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

**Course Contact:** Ms Kim Desborough, Head Teacher: English (Rel.)



## Exploring Early Childhood

**2 units** for each of Year 11 & Year 12      **Content Endorsed Course – non-ATAR**

**Exclusions:** Nil

**Course Costs:** \$10.00

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

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

The study of this course will enable students to:

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

**Particular Course Requirements** Nil

**Course Contact:** Ms Kylie Chapman, Head Teacher: Technology & Applied Science

## Food Technology

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

**Exclusions:** Nil

**Course Costs:** \$50.00

**The Year 11 Course** will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

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

**The Year 12 Course** involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

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

### Particular Course Requirements

In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

**Course Contact:** Ms Kylie Chapman, Head Teacher: Technology & Applied Science

## French Beginners

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

**Exclusions:**      French Continuers; French Extension

**Course Costs:** \$60.00

In the Year 11 and Year 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.

### Prescribed Themes & Mandatory Topics

- 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

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's *ACE Manual*.

**Course Contact:** Ms Kate Stehr, Head Teacher: Creative & Performing Arts/LOTE

## Geography

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

**Exclusions:**      Nil

**Course Costs:** \$10.00

**The Year 11 Course** investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

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

**The Year 12 Course** enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

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

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

### Particular Course Requirements

Students complete a Senior Geography Project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses.

**Course Contact:** Mr Mark Storch, Head Teacher: Human Society & Its Environment

## History Extension

1-unit Year 12 course

Board Developed Course - ATAR

**Exclusions:** Nil

**Prerequisite:** Completion of Year 11 Ancient History Course and/or Year 11 Modern History Course.

**Corequisite:** Students to studying Year 12 Ancient History and/or Year 12 Modern History.

**Course Costs:** \$10.00

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

The course comprises two sections:

- Constructing History (Minimum 40 indicative hours)
  - Key Questions:
    - Who are historians?
    - What are the purposes of history?
    - How has history been constructed, recorded and presented over time?
    - Why have approaches to history changed over time?
  - Case Studies:
    - Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.
- History Project (Maximum 20 indicative hours)
  - Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

### Particular Course Requirements

The course requires students to undertake:

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

**Course Contact:** Mr Mark Storch, Head Teacher: Human Society & Its Environment

## Industrial Technology – Timber, Products and Furniture Technologies

2 units for each of Year 11 & Year 12 Board Developed Course - ATAR

**Exclusions:** Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

**Course Costs:** \$50.00 + materials

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

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

### The Year 11 Course

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

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

### The Year 12 Course

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

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

### Particular Course Requirements

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 Course content. Students also undertake the study of an individual business within a focus area industry.

In the Year 12 course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

## Information Processes & Technology

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

**Exclusions:**      Computing Applications CEC

**Course Costs:** \$25.00

Information Processes and Technology is the study of information-based 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.

**The Year 11 Course** provides students with the opportunity to learn how to operate, document and use the hardware and software needed to create modern information-based systems. Students will gain experience using a diverse range of complex software while studying the social, ethical and non-computer issues of managing information systems. Students will work collaboratively to study different types of information systems and complete projects where students learn to plan, manage and create their own information systems.

**The Year 12 Course** builds on and reinforces the Year 11 course. Students will complete in depth studies into key theoretical and practical concepts needed to plan, build and document a range of current information systems. Students will complete course work covering:

- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%) – Students will select TWO of the following options:  
Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

### Particular Course Requirements

Students need to provide their own USB drive.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

**Course Contact:** Ms Eleanor Donovan, HT: Mathematics & Computer Science

## Investigating Science

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

**Exclusions:**

**Course Costs:** \$20.00

**Note:** The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

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

The Year 11 course consists of four modules.

- **Module 1** Cause and Effect – Observing
- **Module 2** Cause and Effect – Inferences and Generalisations
- **Module 3** Scientific Models
- **Module 4** Theories and Laws

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

The Year 12 course consists of four modules.

- **Module 5** Scientific Investigations
- **Module 6** Technologies
- **Module 7** Fact or Fallacy?
- **Module 8** Science and Society

### Particular Course Requirements

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

A Depth Study may be one investigation/activity or a series of investigations/activities.

Depth Studies may be included in one module or across several modules.

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

**Course Contact:** Mr A. Page, Head Teacher: Science

## Italian Continuers

**2 units** for each of Year 11 & Year 12 **Board Developed Course - ATAR**

**Exclusions:** Italian Beginners

**Course Costs:** \$60.00

The Year 11 and Year 12 courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purpose
- Studying the culture of Italian-speaking communities through texts.

### Prescribed Themes & Mandatory Topics:

The Individual

- Personal identity
- Relationships
- Health and leisure
- Education and future aspirations

The Italian-speaking Communities

- Lifestyle in Italy and abroad
- The arts and entertainment
- Youth and social issues

The Changing World

- The world of work
- Communication
- Italian influence
- Tourism and hospitality

### Particular Course Requirements

**Prerequisites:** School Certificate Italian or equivalent knowledge is assumed.

**Course Contact:** Ms Kate Stehr, Head Teacher: Creative & Performing Arts/Languages

## Japanese Continuers

**2 units** for each of Year 11 & Year 12 **Board Developed Course - ATAR**

**Exclusions:** Japanese Continuers; Heritage Japanese; Japanese Background Speakers; Stage 5 Japanese.

**Course Costs:** \$40.00

The Year 11 and Year 12 courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of Japanese-speaking communities through texts.

### Prescribed Themes & Mandatory Topics

- The individual
  - Personal world
  - Daily life
  - Leisure
  - Future plans
- 
- The Japanese-speaking Communities
  - Travelling in Japan
  - Living in Japan
  - Cultural life
- 
- The Changing world
  - The world of work
  - Current issues

### Particular Course Requirements

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's *ACE Manual*.

**Course Contact:** Ms Kate Stehr, Head Teacher: Creative & Performing Arts/Languages

## Legal Studies

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

**Exclusions:** Nil

**Course Costs:** \$10.00

**The Year 11 Course** develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

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

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

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Two options are chosen from:

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

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

**Particular Course Requirements** Nil

**Course Contact:** Mr Mark Storch, Head Teacher: Human Society & Its Environment

## Marine Studies

**2 units** for each of Year 11 & Year 12      **Content Endorsed Course – non-ATAR**

**Exclusions:**

**Course Costs:** \$30.00

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

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

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

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

Through Marine Studies students will develop:

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

**Particular Course Requirements** Ocean Surf Safety Award (OSSA) - The OSSA can be obtained through the school during Term 4 of Year 10.

**Course Contact:** Mr Nigel Bolack, Marine Studies Teacher

# Mathematics Advanced

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

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

**Course Costs:** \$10.00 (plus \$15.00 online access)

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

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

The **Mathematics Advanced Year 11** course content comprises five Topics, with the Topics divided into Subtopics.

Topic: Functions

Working with Functions

Topic: Trigonometric Functions

Trigonometry and Measure of Angles

Trigonometric Functions and Identities

Topic: Calculus

Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

Logarithms and Exponentials

Topic: Statistical Analysis

Probability and Discrete Probability Distributions

The **Mathematics Advanced Year 12** course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions.

Topic: Functions

Graphing Techniques

Topic: Trigonometric Functions

Trigonometric Functions and Graphs

Topic: Calculus

Differential Calculus

The Second Derivative

Integral Calculus

Topic: Financial Mathematics

Modelling Financial Situations

Topic: Statistical Analysis

Descriptive Statistics and Bivariate Data Analysis

Random Variables

## Particular Course Requirements

**Prerequisites:** The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis
- and at least some of the content from the following substrands of Stage 5.3:
- Non-linear relationships
- Properties of Geometrical Shapes.

**Course Contact:** Ms Eleanor Donovan, HT: Mathematics & Computer Science

# Mathematics Extension 1

1 unit of Year 11 and Year 12

Board Developed Course - ATAR

## Exclusions:

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

**Course Costs:** \$5.00 (plus \$15.00 online access)

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

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

The **Mathematics Extension 1 Year 11** course content is comprised of four Topics, with the Topics divided into Subtopics.

Topic: Functions

Further Work with Functions  
Polynomials

Topic: Trigonometric Functions

Inverse Trigonometric Functions  
Further Trigonometric Identities

Topic: Calculus

Rates of Change

Topic: Combinatorics

Working with Combinatorics

The **Mathematics Extension 1 Year 12** course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics.

Topic: Proof

Proof by Mathematical Induction

Topic: Vectors

Introduction to Vectors

Topic: Trigonometric Functions

Trigonometric Equations

Topic: Calculus

Further Calculus Skills  
Applications of Calculus

Topic: Statistical Analysis

The Binomial Distribution

## Particular Course Requirements

**Prerequisites:** The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

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

**Course Contact:** Ms Eleanor Donovan, HT: Mathematics & Computer Science



## Mathematics Extension 2

1 unit Year 12

Board Developed Course - ATAR

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

**Course Costs:** \$5.00 (plus \$15.00 online access)

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

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

Topic: Proof

The Nature of Proof  
Further Proof by Mathematical Induction

Topic: Vectors

Further Work with Vectors

Topic: Complex Numbers

Introduction to Complex Numbers  
Using Complex Numbers

Topic: Calculus

Further Integration

Topic: Mechanics

Applications of Calculus to Mechanics

### Particular Course Requirements

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

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

See NOTE on p. 7 relating to calculation of ATAR.

**Course Contact:** Ms Eleanor Donovan, HT: Mathematics & Computer Science

## Mathematics Standard

2 units of Year 11

Board Developed Course - ATAR

**Exclusions:** Students may not study any other Stage 6 Year 11 Mathematics course in conjunction with the Year 11 Mathematics Standard Course.

**Course Costs:** \$10.00 (plus \$15.00 online access)

The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *NSW Mathematics Years 7-10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

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

The **Mathematics Standard Year 11 Course** is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:

Topic: Algebra

Formulae and Equations  
Linear Relationships

Topic: Measurement

Applications of Measurement  
Working with Time

Topic: Financial Mathematics

Money Matters

Topic: Statistical Analysis

Data Analysis  
Relative Frequency and Probability

**Particular Course Requirements:** Completion of the Year 11 Mathematics Standard Course

**Course Contact:** Ms Eleanor Donovan, HT: Mathematics & Computer Science

## Mathematics Standard 1 - Year 12

2 units of Year 12

Board Developed Course

**Exclusions:** Students may not study any other Year 12 Mathematics course in conjunction with the Year 12 Mathematics Standard 1 course.

**Course Costs:** \$10.00 (plus \$15.00 online access)

- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. The status of ATAR eligibility is not yet determined.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 1 in Stage 6:

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

The **Mathematics Standard 1 Year 12 Course** content includes the same four Topics as the Year 11 Course and the additional Topic of Networks.

- Topic: Algebra
  - Types of Relationships
- Topic: Measurement
  - Right-angled Triangles
  - Rates
  - Scale Drawings
- Topic: Financial Mathematics
- Investment
  - Depreciation and Loans
- Topic: Statistical Analysis
  - Further Statistical Analysis
- Topic: Networks
  - Networks and Paths

**Particular Course Requirements:** Completion of the Year 11 Mathematics Standard Course

**Course Contact:** Ms Eleanor Donovan, HT: Mathematics & Computer Science

## Mathematics Standard 2

2 units of Year 12

Board Developed Course - ATAR

**Exclusions:** Students may not study any other Year 12 Mathematics course in conjunction with the Year 12 Mathematics Standard 2 course.

**Course Costs:** \$10.00 (plus \$10.00 online access)

Mathematics Standard students use Mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at tertiary level.

The study of Mathematics Standard 2 in Stage 6:

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

The **Mathematics Standard 2 Year 12 Course** content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Topic: Algebra

Types of Relationships

Topic: Measurement

Non-right-angled Trigonometry

Rates and Ratios

Topic: Financial Mathematics

Investments and Loans

Annuities

Topic: Statistical Analysis

Bivariate Data Analysis

The Normal Distribution

Topic: Networks

Network Concepts

Critical Path Analysis

**Particular Course Requirements:** Completion of the Year 11 Mathematics Standard Course

## Modern History

2 units for each of Year 11 & Year 12

Board Developed Course - ATAR

**Exclusions:** Nil

**Course Costs:** \$10.00

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

The Year 11 course comprises three sections.

- Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')
  - Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.
- Historical Investigation (20 indicative hours)
- The Shaping of the Modern World (40 indicative hours)
  - At least one study from 'The Shaping of the Modern World' is to be undertaken.

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

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

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

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

The Year 12 course comprises four sections.

Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)

One 'National Studies' topic (30 indicative hours)

One 'Peace and Conflict' topic (30 indicative hours)

One 'Change in the Modern World' topic (30 indicative hours)

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

Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

### Particular Course Requirements

**Course Contact:** Mr Mark Storch, Head Teacher: Human Society & Its Environment

## Music 1

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

**Exclusions:** Music 2. Topics chosen in year 11 may NOT also be studied in year 12

**Course Costs:** \$40.00 per year (for equipment and maintenance). Excursions and special guests will incur additional costs.

The Music 1 Course involves students immersing themselves in a performing art. Students will have the opportunity to create, perform and research 6 Topics over the 2-year course. Music 1 allows students to focus on and develop strengths. It encourages students to prepare a unique and varied program for presentation at the HSC performance examination, preparing them for authentic performance opportunities beyond school.

**The Year 11 Course** gives students an avenue for self-expression and self-confidence. There is opportunity to be flexible with chosen instrument/s Preliminary Course learning opportunities focus on:

- Students will study the concepts of music as part of Aural, Musicology, Composition and performance
- In year 11 each component will be evenly weighted at 25%
- Students will study 3 topics in year 11 from a list of 21 Topics outlined by NESA, which cover a range of styles, periods and genres

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

- Students are refining and building on skills developed in the year 11 Music 1 course. There is the opportunity for students to focus on a unique combination of Performance, Musicology or Composition which will best demonstrate their strengths
- Students will study the Concepts of music in greater depth, to prepare for the Aural component which accounts for 30% of the total Music 1 HSC mark
- Students will choose an additional 3 Topics (from the 21 Topics outlined on NESA list)
- Students may choose to specialise in Performance presenting 4 performance Pieces representative of the Topics studied with a 70% weighting
- Or a combination of Musicology, (a 10 Minute conversation demonstrating ideas and opinions of music representative of a chosen topic)
- Or submit a composition

### Particular Course Requirements

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

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

**Course Contact:** Ms Kate Stehr, Head Teacher: Creative and Performing Arts and

## Personal Development, Health & Physical Education

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

**Exclusions:** Nil

**Course Costs:** \$15.00

**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.

### Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

### Optional Component (40%)

Students select two of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

**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.

### Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

### Optional Component (40%)

Students select two of the following options:

- 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.

**Course Contact:** Mr Alex Mar, Head Teacher: PDHPE

## Photography, Video & Digital Imaging

**2 unit** for each of Year 11 & Year 12      **Content Endorsed Course non-ATAR**

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

**Course Costs:** \$60.00

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory.

The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

### Particular Course Requirements

Students are required to keep a diary throughout the course.

Students also require a hard drive and large SD card.

**Course Contact:** Ms Kate Stehr, Head Teacher: Creative & Performing Arts/Languages

## Physics

**2 units** for each of Year 11 & Year 12      **Board Developed Course - ATAR**

**Exclusions:**

**Course Costs:** \$20.00

Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.

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

The Year 11 course consists of four modules.

- **Module 1** Kinematics
- **Module 2** Dynamics
- **Module 3** Waves and Thermodynamics
- **Module 4** Electricity and Magnetism

The **Year 12 Course** provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

The Year 12 course consists of four modules.

- **Module 5** Advanced Mechanics
- **Module 6** Electromagnetism
- **Module 7** The Nature of Light
- **Module 8** From the Universe to the Atom

### Particular Course Requirements

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

A Depth Study may be one investigation/activity or a series of investigations/activities.

Depth Studies may be included in one module or across several modules.

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

**Course Contact:** Mr A. Page, Head Teacher: Science

## Science Extension

1 unit for Year 12

Board Developed Course - ATAR

**Exclusions:** Nil.

**Course Costs:** \$20.00

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Sciences courses: Biology, Chemistry, Earth & Environmental Science, Investigating Science or Physics, in Year 11, may choose to study Science Extension in Year 12.

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based response to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

The Year 12 course consists of four modules:-

- Module 1: The Foundations of Scientific Thinking
- Module 2: The Scientific Research Proposal
- Module 3: The Data, Evidence and Decisions
- Module 4: The Scientific Research Report

### Particular Course Requirements

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth & Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth & Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the *HSC: All My Own Work* course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

**Course Contact:** Mr A. Page, Head Teacher: Science

## Society & Culture

2 units for each of Year 11 & Year 12

Board Developed Course - ATAR

**Exclusions:** Nil

**Course Costs:** \$10.00

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

### The Year 11 Course

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

### The Year 12 Course

#### Core

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

#### Depth Studies

Two to be chosen from:

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

### Particular Course Requirements

Completion of Personal Interest Project.

**Course Contact:** Mr Mark Storch, Head Teacher: Human Society & Its Environment

## Software Design & Development

**2 units** for each of Year 11 & Year 12     **Board Developed Course - ATAR**

**Exclusions:**     Computing Applications CEC

**Course Costs:** \$10.00

**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.

- Concepts and Issues in the Design and Development of Software (30%)
  - Social and ethical issues
  - Hardware and software
  - Software development approaches
- Introduction to Software Development (50%)
  - Defining and understanding the problem
  - Planning and designing software solutions
  - Implementing software solutions
  - Testing and evaluating software solutions
  - Maintaining software solutions
- Developing software solutions (20%)

**The Year 12 Course** builds on the Year 11 course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

- Development and Impact of Software Solutions (15%)
  - Social and ethical issues
  - Application of software development approaches
- Software Development Cycle (40%)
  - Defining and understanding the problem
  - Planning and design of software solutions
  - Implementing software solutions
  - Testing and evaluating software solutions
  - Maintaining software solutions
- Developing a Solution Package (25%)
- Options (20%) Study one of the following options:
  - Programming paradigms, or
  - The interrelationship between software and hardware

### Particular Course Requirements

Completion of the Year 11 course is a prerequisite for the Year 12 course. It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer. Students require their own hard drive.

**Course Contact:** Ms Eleanor Donovan, HT: Mathematics & Computer Science

## Sport, Lifestyle & Recreation Studies

**2 units** for each of Year 11 & Year 12

**Content Endorsed Course - non-ATAR**

**Exclusions:**

**Course Costs:** \$15.00

Students learn the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision makers. This course enables students to further develop their understanding and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieve movement potential.

Through the study of Sport, Lifestyle and Recreations course, students learn to develop;

- Knowledge and understanding of the factors that influence health and participate in physical activity
- Knowledge and understanding of the principles that affect quality performance
- An ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- A capacity to influence the participation and performance of self and others
- A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential

The course is flexible in nature and covers a wide range of content areas including:-

- Aquatics
- First aid and sports injuries
- Gymnastics
- Outdoor recreation
- Sports administration
- Athletics
- Fitness
- Healthy lifestyle
- Resistance training
- Sports coaching and training
- Dance
- Games and sports
- Individual games and sports
- Social perspectives of sports

Sport, Lifestyle & Recreation Studies provides a foundation for post-school study and career pathways in the areas of sports science, human movement and the sport and recreation industry.

Throughout the course, students will participate in 'part day' school activities/excursions, such as aquatics, surf survival skills, tennis, ten pin bowling and, if interested, the priority seating on the Kiama High School Snow Trip (optional).

NB: These will be user-pays.

**Course Contact:** Mr Alex Mar, Head Teacher: PDHPE

## Visual Arts

**2 units** for each of Year 11 & Year 12 **Board Developed Course - ATAR**

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

**Course Costs:** \$68.00 (For standard art equipment – includes Visual Arts Diary. Specialised materials incur additional cost.)

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

**The Year 11 Course** is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Preliminary Course learning opportunities focus on:

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

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

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

### Particular Course Requirements

Year 11 Course:

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

Year 12 Course:

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

**Course Contact:** Ms Kate Stehr, Head Teacher: Creative & Performing Arts/LOTE

## Visual Design

**2 units** for each of Year 11 & Year 12 **Board Developed Course – non - ATAR**

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

**Course Costs:** \$60.00 per year

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

**The Year 11 Course** enables students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic, wearable, product, and interior/exterior design invites different interpretations and explanations.

Preliminary Course learning opportunities focus on:

- In year 11 course components are weighted at 70% Designing and Making, and 30% Critical and Historical Studies
- Students will study 3 topics in year 11 from a list of Design options outlined by NESAs, which cover a range of materials, products and design techniques. These may include jewellery design, product design, digital illustration/animation, functional ceramics, fashion and interior design
- There is the opportunity for students to engage in the creation of props and sets for the Kiama High School Musical
- Students will study a mandatory Occupational Health and Safety Module
- Students are required to keep at Visual Arts Process Diary, which forms part of their assessment

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

- Students are refining and building on skills developed in the year 12 Visual Design Course. There is the opportunity for students to focus on a unique combination of Visual Design which will best demonstrate their strengths. This may be done through an Individual or Collaboration Design Project
- In year 12 course components are weighted at 70% Designing and Making, and 30% Critical and Historical Studies
- Study in Stage 6 Visual Design may lead students to further post-school study at university or TAFE or vocational training in the context of a workplace.
- Students are required to keep at Visual Arts Process Diary, which forms part of their assessment
- There is NO external examination in the Stage 6 Visual Design course

**Course Contact:** Ms Kate Stehr, Head Teacher: Creative & Performing Arts/LOTE



# Work Studies

2 units for each of Year 11 & Year 12

**Content Endorsed Course – non-ATAR**

Exclusions: Nil

Course Costs: \$10.00

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

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

The Work Studies course will assist students to:

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

**Core - My Working Life**

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

**Particular Course Requirements**

**Course Contact:** Ms Libby Eggins - Course Teacher

**MEM101189 Certificate 1 in Engineering  
and Statement of Attainment towards  
MEM20413 Certificate II in Engineering  
Pathways Manufacturing and Engineering  
Introduction**

**2 units** for each of Year 11 & Year 12

Industry Framework  
**Category C – Non ATAR**

Refer to pp. 42-3 and 45 for RTO Information Sheet for further details.

**SIT20316  
Certificate II in Hospitality**

**2 units** for each of Year 11 & Year 12

Industry Framework  
**Category B for ATAR Ranking**

Refer to pp. 42-3 and 46 for RTO Information Sheet for further details.

# **CPC20211**

## **Certificate II in Construction Pathways**

**2 units** for each of Year 11 & Year 12

**Industry Framework**  
**Category B for ATAR Ranking**

Refer to pp. 42 to 44 for RTO Information Sheet for further details.

The following document provides important information about Vocational Education and Training (VET) courses delivered by Wagga Wagga Registered Training Organisation (RTO) 90333.

## General

VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and will also receive a nationally recognised industry-based qualification.

## Framework and Non-Framework Courses

VET courses are generally broken into two groups, Industry Curriculum Framework (ICF) courses and Board Endorsed Courses (BEC). Both groups will provide units of credit towards the students HSC. Similarly, both groups will give students access to a nationally recognised qualification.

Industry Curriculum Framework courses are category B subjects for the purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR is the main method of determining university admission for students seeking university admission at the end of year 12.

**Note: Students must complete a 240-hour Industry Curriculum Framework Course to sit the optional HSC examination.**

**Only ONE Category B course may be used towards the student's ATAR.**

**Board Endorsed Courses cannot be used towards the ATAR.**

## Assessment Procedures

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments are generally practical in nature and reflect the type of tasks that would be required to be performed in the workplace, however written tasks may be used to assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios, practical demonstrations, as well as pen and paper tasks. Students are deemed either competent or not yet competent following an assessment task.

No grades or marks are awarded through competency-based assessments. The school will provide an assessment schedule for each VET course.

## Optional External HSC Examination

Industry Curriculum Framework courses have an optional external HSC exam for students wishing to include their mark in the calculation of the ATAR. Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

## Student Selection, enrolment and induction procedures

Stage 6 VET courses are available to all students in years 11 and 12. Stage 6 VET courses may also be available to students in years 9 and 10 as "Early Commencement". It is generally recommended that students in Year 9 do NOT undertake "Early Commencement" of Stage 6 VET courses.

A course induction will be delivered by course trainers at the beginning of each course. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures, assessment procedures, information regarding student rights and responsibilities, and a student declaration to be signed by the student to confirm that they have completed the induction as part of their enrolment procedures.

### **Fees and charges**

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction. Students having difficulty in making payments may be able access the Student Assistance Scheme. See your student adviser for details as to how this fund can be accessed.

### **Freedom of Information and Privacy**

Students' rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy. All staff members are required to abide by the Department's Privacy Code of Practice.

### **Credit Transfer and Recognition of Prior Learning (RPL)**

Credit transfer is available to students who produce evidence of achievement of competency from another RTO. RPL may also be available to students who can provide sufficient evidence of skills attained previously. Students seeking RPL should follow the RPL procedures outlined in the RTO Student Guide.

### **Work Placement**

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction.

### **School Based Apprenticeships and Traineeships (SBATs)**

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

### **Becoming a School Based Apprentice or Trainee**

Students must first find an employer prepared to take them on as a school based apprentice or trainee. Once an offer of employment has been made, students must contact the SBAT Contact Person in their school. This is usually the Careers Adviser. The SBAT Contact Person will then commence the process to seek approval to establish a SBAT.

Students wanting to find out more information regarding SBATs should contact the school's Careers Adviser. The following website is also a key source of information regarding SBATs:

[www.sbatinnsw.info](http://www.sbatinnsw.info)

### **Unique Student Identifier**

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI).

The USI provides easy access to all VET training records and results throughout your life. You can access your USI account online. You must keep your USI safe and ready to use for further enrolments in VET training.

### **Smart and Skilled**

Smart and Skilled was implemented with an entitlement to government subsidised training commencing January 1, 2015. Qualifications achieved at school do not impact on this entitlement post school.



## CPC20211 Certificate II in Construction Pathways

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Construction** (240 indicative hours) 4 Preliminary and/or HSC units in total

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

**Course Description** This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.

### Core Units of Competency

- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

### Elective Units of Competency

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures
- CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground
- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)

Options: To gain the qualification and be eligible for the HSC, **Option 1 or Option 2 must be completed.**

#### Option 1

- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

This course contains two additional units above the qualification to meet NESA HSC requirements.

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

**Qualifications** Students who are assessed as competent in the above units of competency will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

**N Determinations:** Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** White Card training is compulsory. See the careers advisor for details – including course costs and dates/times.

**Course fees: \$85.00**

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

**Delivery Arrangements:** 9 x 52 minutes periods within the school timetable. There is the possibility that some classes may run offline, either early morning (period 0) starting at 7:53am or afternoon classes (period 7) from 3:15pm to 4:12pm.

**Exclusions:** Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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



## MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

**Entry Requirements:**

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Manufacturing and Engineering** (240 indicative hours) 4 Preliminary and/or HSC units in total Board Endorsed Course. **There is not an Australian Tertiary Admission Rank (ATAR) option for this course** Students must complete a minimum of 35 hours of work placement to meet the requirements of the HSC.

**Course Description**

This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, and use of welding machines. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, structural steel welder, engineering draftsman, engineer (automotive, fabrications, production, plastics, marine, mechanical) boat builder/repairer and mechanical, production or marine engineer.

**Core Units of Competency**

- MEM13015 Work safely and effectively in manufacturing and engineering (MEM10119)
- MEMPE006A Undertake a basic engineering project (MEM20413)
- MEMPE004A Develop a career plan for the engineering and manufacturing industry (MEM20413)

**Elective Units of Competency**

- MEM16006 Organise and communicate information (MEM10119)
- MEM11011 Undertake manual handling (MEM10119)
- MEM18001 Use hand tools (MEM10119)
- MEM18002 Use power tools/handheld operations (MEM10119)
- MEM12024 Perform computations (MEM10119)
- MEM16008 Interact with computer technology (MEM10119)
- MEM07032 Use workshop machines for basic operations (MEM10119)
- MEMPE001A Use engineering workshop machines (MEM20413)
- MEMPE002A Use electric welding machines (MEM20413)
- MEMPE004A Use fabrication equipment (MEM20413)

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.**

**Qualifications**

Students who are assessed as competent in the above units of competency will be eligible for a MEM10119 Certificate I in Engineering and a statement of attainment towards MEM20413 Certificate II in Engineering Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards MEM10119 Certificate I in Engineering. MEM10119 Certificate I in Engineering will be delivered and assessed in the preliminary year and the Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will be delivered and assessed in the HSC year.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination): No.** There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** \$85 plus appropriate foot ware – leather enclose, preferably work boots. Students would benefit from a apron or coverall.

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

**Delivery Arrangements:** 9 x 52 minutes periods. There is a possibility that some classes may run offline, either early morning (period 0) starting at 7:53am or afternoon (period 7) from 3:15 to 4:12pm.

**Exclusions:** Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

A school-based traineeship may be available in this course, for more information: <http://www.sbatinns.wa.gov.au/>

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

**SIT20316 Certificate II in Hospitality****Entry Requirements:**

**Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.**

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Hospitality** (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

**Course Description**

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. Students work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

**Core Units of Competency**

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

**Elective Units of Competency**

- SITXFSA001 Use hygienic practices for food safety
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHCCC001 Use food preparation equipment
- SITXFSA002 Participate in safe food handling practices
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBCMM201 Communicate in the Workplace

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.**

**Qualifications**

Students who are assessed as competent in the above units of competency will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of competency in this course.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs: \$90 for consumables, \$25 tool kit hire and \$75 for the uniform. Total cost: \$190. Some second hand uniforms may be available, enquire with your child's teacher.**

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

**Delivery Arrangements:** 9 x 52 minute periods. **Two periods will be conducted during period 0 which begins at 7:53am in term 1 and then 7:30am to accommodate practical lessons from term 2.**

**Exclusions:** Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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