

**KOTARA HIGH SCHOOL**  
*We Aim High*

**YEAR 10 to 11**  
**Information Booklet**



**2025**

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# GLOSSARY

**STUDENTS ONLINE WEBSITE** - <https://studentsonline.nesa.nsw.edu.au/>

<b>NESA</b>	NSW Education Standards Authority
<b>UNIT</b>	a measure of marks / time per subject...1 unit is equal to 50 marks in the HSC and 3 periods on the school timetable so a 2 unit subject is 100 marks and 6 periods.
<b>BDC</b>	Board Developed Course ... has an HSC exam to sit
<b>BEC</b>	Board Endorsed Course ... no HSC exam to sit
<b>ATAR</b>	Australian Tertiary Admissions Rank (used as entry for university courses)
<b>UAC</b>	University Admissions Centre (calculate ATAR and manage university preferences)
<b>VET</b>	Vocational Education Training – courses that are competency based
<b>TVET</b>	TAFE delivered VET courses
<b>SBAT</b>	School Based Apprenticeships and Traineeships
<b>PATHWAYS</b>	Choice for students to undertake their HSC over several years (maximum 5 years) rather than 2 years

## PRINCIPAL'S MESSAGE

Senior High School provides you with opportunities to take different pathways to your preferred future. This prospectus is designed as part of decision time to help you choose the appropriate pathway and the most suitable subjects for Years 11 and 12.

The subject choice decisions you make now will give you the opportunity to plan for the future.

**To ensure that your decisions are appropriate, you are advised to:**

1. Read carefully the information provided in this prospectus.
2. Investigate the requirements for your possible career interests by obtaining information from the Careers Adviser, Mrs Prue Atkins or Mrs Ann McPherson.
3. Check with your teachers about your ability with relation to the specific courses you may be considering, and the workload that will be expected of you. Be realistic about your selections.
4. Try to make course selections which allow suitable options for your preferred future career path. Remember that most university courses do not have pre-requisites, but merely recommended areas of study.
5. Consider part-time study for the Higher School Certificate. It may provide a most useful means of balancing study and other commitments of talented students such as those in sport or the arts.
6. As in Junior School, we will try to satisfy the choices of as many students as possible. But the final courses offered will depend on the number choosing each course.

Make sure you have read and understood the information provided in the prospectus and take the time to ask question at one of the sessions concerning subject selection.

From these choices we will develop a best fit subject line pattern and classes will be created.

It is crucial that you consult widely before making selections. You can be assured that we will endeavour to satisfy all students choices but inevitably that will not be possible.

Some subject with small candidatures will be unable to run and others may run with reduced face to face period allocations.



Mark Snedden  
Principal

# SENIOR CURRICULUM CHOICES

For most Year 10 students there is very little choice about continuing into the senior years. It is a legal requirement that all students remain at school until the age of 17 years **unless** they have an apprenticeship, a traineeship, a full time job (a minimum of 25 hours per week) or are enrolled full time at TAFE or in a registered alternative institution. None of these are easy to come by when leaving Year 10.

The major decision you need to be asking yourself is how am I going to make the HSC work for me. Will it take me to study at university or TAFE, allow me to gain an apprenticeship or traineeship or open the door to work that is going to be satisfying and rewarding?

Below is a check list of questions which may help you to clarify where you are at the moment. The areas listed are critical to your success in the Higher School Certificate and to your balanced development as an individual. Keep in mind when answering these questions that a range of traditional and vocational courses, school based apprenticeships and traineeships are all available as part of your HSC studies.

- What is my goal or purpose for doing the HSC?
- Is the goal / career a realistic one for me at this time?
- What type and level of HSC subjects should I take at this time?
- Am I genuinely willing to undertake more demanding senior studies?
- Do I have good study habits now?
- Have I earned consistently good grades **for my ability level** in subjects I have studied in the junior school?
- Do I spend a reasonable amount of time reading?
- Do I have a positive attitude towards work, authority and regulation?
- How can I continue to meet the school's Code of Conduct during the next two years?
- Are my expectations realistic in relation to my academic potential, past performance, attitude and interest?
- Will a poor HSC result affect my chances of future employment?
- Am I prepared to balance my study and employment commitments?

**Note:** If you have answered NO to a number of questions, then you will need to give very close consideration to what and how I must change to make my HSC work for me. Talk to the Careers Adviser, your Year Adviser, the Deputy Principals and the Principal as we are all here to help and we know what options are available to you to meet your goal or purpose.

# WHY SUBJECT CHOICES ARE IMPORTANT?

- The subjects you do study at school can, and often will, determine the type of career you choose.
- Studying subjects that you like and that interest you make life at school more enjoyable.
- You are more likely to do well at a subject if you enjoy it.

## How to decide

Ask yourself the following questions:

- What subjects are available?
- What subjects interest me?
- What subjects am I good at?
- What subjects do I need for further study?

**Note:** In most cases, the best subjects to take are the ones you like the most. If you select subjects you are interested in, you are more likely to do well.

Use the following as a guide when choosing subjects:

- Ability ... choose subjects that you are good at
- Interest ... choose subjects you enjoy
- Motivation ... choose subjects you really want to study

## Part-Time Study or Pathways

Students can now extend the time taken to study for their HSC to five years. Even if a student only extends the study by one year (taking three years), the option of studying part-time can advantage students of all ages, abilities and career aspirations by:

- Easing the workload by reducing the number of units studied in any one year.
- Allowing greater flexibility in subject choice.
- Providing more time to do part-time work and to build up career related work experience.
- Creating more opportunities to do courses at institutions other than school, mainstream TAFE courses, part-time courses at private colleges.
- Freeing up time for students with special talents and interests to pursue their goals while remaining at school (eg. sports, music, art, dance, acting).
- Relieving the stress on those who suffer “over-load” and “burn-out”.
- Generally providing greater flexibility for young adults trying to combine all the conflicting interests of education, career development and employment, sports, hobbies and social life.
- Students suffering illness.

## PARENTS – HOW CAN I HELP

Many parents ask “**How can we help? It is so different from my senior school. There are so many choices**”.

Below are just a few suggestions:

- Be interested, supportive, encouraging and positive towards your child and their needs.
- Help promote realistic aspirations and goals with them.
- Do not apply too much pressure on them to achieve. It can be counterproductive.
- Look for and praise areas where they do well. Make this an ongoing attitude.
- Help them explore career areas which interest them (even if they don't interest you).
- Encourage them to be responsible for their actions.
- Try not to impose your wishes on them. Understand that their needs and desires may not be the same as your own.
- Encourage them to think broadly.
- Seek professional advice on what would suit their particular needs, interests and abilities.
- Let subject choices be guided by your child's interests and abilities.
- Treat each child as an individual.

## WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Year 11 and Year 12.

### **Board Developed Courses**

These courses are developed by NESA (NSW Education Standards Authority). There is a syllabus for each course which contains:

- The course objectives, structure, content and outcomes.
- Specific course requirements.
- Assessment requirements.
- Sample examination papers and marking guidelines.
- The performance scale (except for Vocational Education and Training Courses).

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC Course and can count towards the calculation of the Universities Admission Index (ATAR).

### **Board Endorsed Courses (BEC)**

There are two main types of Board Endorsed Courses. They are Content Endorsed Courses and School Designed Courses.

Content Endorsed Courses (CECs) have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the Board Developed Courses.

Schools may also design special courses to meet student needs. These courses must be approved by the Board of Studies. We currently have no school designed courses on offer at Kotara High School.

## Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are either Board Developed or Board Endorsed and are offered as part of the Higher School Certificate. They enable students to study courses, that are delivered at school by teachers with additional training, which are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).

There are 6 VET courses currently offered at Kotara High School: Construction, Retail Services, Hospitality, Business Services. These are all **Board Developed Courses (ATAR)**. Sports Coaching and Metals & Engineering are also offered, and are **Board Endorsed Courses (Non-ATAR)**. A wide range of VET courses delivered by TAFE are also available with most being Content Endorsed courses.

## WHAT ARE UNITS?

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

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

### 2 Unit Courses

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

### Extension Courses

Extension study is available in a number of subjects. These courses build on the content of the 2 Unit Course and carry an additional value of 1 Unit. They require students to work beyond the standard of the 2Unit Course, extension courses are available in:

- English
- Mathematics
- History
- Music
- some Languages
- some VET framework courses

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension Course in these subjects before proceeding to the HSC Extension Courses (Extension 1 and Extension 2).

The Extension 2 course requires students to work beyond the standard of the Extension 1 Course.

HSC Extension Courses in subjects other than English and Mathematics are offered and examined in Year 12 only. Each extension course has a mark value of 50 marks.

### 1 Unit Courses

Each one unit course has a mark value of 50. Studies of Religion is a 1 unit Board Developed Course which is also offered for examination at HSC level.

The booklet, **University Entry Requirements**, published by UAC, contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. It can also be accessed on the internet at [www.uac.edu.au](http://www.uac.edu.au)



## ASSESSMENT AND REPORTING

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's ROSA (Record of Student Achievement).
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
  - The HSC Testamur
  - (The official certificate confirming your achievement of all requirements for the award.)
  - The Record of Achievement
  - Course Reports

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

# VET COURSE INFORMATION

The following information refers to all school based VET courses offered at Kotara High School:

## Competency-based Assessment

Students in these courses work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

## Optional HSC examination

Students completing some of these courses are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark that may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

## N Determinations

Where a student has not met NESA course completion criteria, including meeting work placement requirements – 35hrs (Prelim) / 35hrs (HSC), they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards AQF VET qualification.

## Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through the school using the same process as other subjects.

Statements of Attainment in partial completion of these Certificates are also available.

Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

For more information on possible outcomes please visit the NSW NESA website:

[http://www.boardofstudies.nsw.edu.au/voc\\_ed](http://www.boardofstudies.nsw.edu.au/voc_ed)

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

## FREQUENTLY ASKED QUESTIONS

### What does VET mean?

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 - Higher School Certificate (HSC) for students which allows the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

### What is the difference between VET courses and other HSC courses?

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Learning and assessment focuses on skills and is *competency based*.
- In some VET courses work placement is compulsory.

### What is reported on the HSC?

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the NESA.

## **What are competencies?**

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

## **Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?**

VET courses can be included in the HSC pattern of study. VET Industry Curriculum Framework Courses (ICF) can be used in the calculation of the ATAR. In order for a VET course to count towards an ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

## **What is the Australian Quality Framework (AQF)?**

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

## **What are Australian Qualification Framework (AQF) qualifications?**

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

## **What are Industry Curriculum Frameworks?**

The Board of Studies, Teaching & Educational Standards has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

## **What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?**

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study. However, a Board Endorsed Course (VET BEC) does not contribute to the ATAR.

## **What are Specialisation Courses?**

Specialisation courses are 1 unit or 2 unit extensions added to the 240 hour (2 unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

## **Why is work placement compulsory in some VET courses?**

Industry strongly believes workplace learning greatly enhances classroom training. Work placement in a 240- hour course is 70 hours (usually done as two one-week blocks, one week during the Preliminary course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

## **Who delivers VET to students?**

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

## **What is RPL?**

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

## What is Credit Transfer?

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.

## How do employability skills relate to VET courses?

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All Australia Qualifications Framework (AQF) Credentials or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

## SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS – SBAT

School based apprenticeships and traineeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

Key feature of School Based Apprenticeships and Traineeships – SBATs School Based Apprentices are required to:

- Enter into a Training Contract for a nominal duration of generally five years; two years part time followed by three years full time post the HSC.
- Undertake a minimum requirement of 100 days of paid employment unless otherwise stated in the Vocational Training Order (VTO) by 31 December of the year they will complete their HSC. Enrol in a minimum Certificate III AQF qualification.
- School Based Trainees are required to:
- Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days, of paid employment by 31 December of the HSC year.
- The minimum training term nominated on the training contract for a school based traineeship must be 18 months. However, the Commissioner for Vocational Training will consider variations to this timeframe where required.

School based apprentices and school based trainees will be on the job for approximately one day each week but a minimum of 100 days over Year 11 and Year 12. For the building trades, school based apprentices will undertake 144 days of work based training over two years while at school. For the plumbing trades, school based apprentices will undertake 180 days of work based training over two years while at school. For the electrotechnology trades, school based apprentices will undertake 180 days of work based training over two years while at school.

Our School Based Part-Time Traineeship Co-ordinator supports schools with more information on School based Traineeships. <http://www.sbatinns.info/>

## NON-MATRICULATION HSC

This type of HSC is suited to a student who is aiming towards senior schooling in Year 11 and Year 12 followed by entry into the workplace with the option of undertaking a TAFE course or attending a university later in life.

\*\* It must be noted that this HSC **does not** give the student an Australian Tertiary Admissions Rank (ATAR). An ATAR is needed for entry to most university courses when entry immediately follows the HSC year. Therefore, if a university course is one of your choices, the non-matriculation HSC **will not** allow you entry to such a course, in the following year. However, it is possible for people to enter University once 21 years of age is reached, via mature age entry. There are also many other methods of gaining entry to university. Please contact the career adviser or the University to discuss these options.

The Non-Matriculation HSC gives the following benefits to students:

- An HSC to present to employers
- Valuable experience in work placement for one third of each VET course.
- Vocational courses which are dual accredited by the Board of Studies and the Australia Qualifications Framework (AQF)
- An alternative pathway leading to high levels of accreditation at TAFE and in other educational institutions.

**It must be noted that students in year 11 Preliminary Course have access to Traineeships and Apprenticeships that can be done while at school. Please see the Careers Adviser for information regarding these options.**

### A part-time traineeship involves

- Formal training – based on a national training package providing an AQF II. This is usually delivered at school as a VET ICF course of at least 2 units x two years (240 hours) for the HSC. Some courses are delivered by TAFE.
- Paid employment under a formal industrial agreement – a training wage is paid for about 1100 hours of work. Compliance with the formal training and work requirements of the Vocational Training Order.
- Study – at school in other HSC subjects.

## LIFE SKILLS COURSES

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

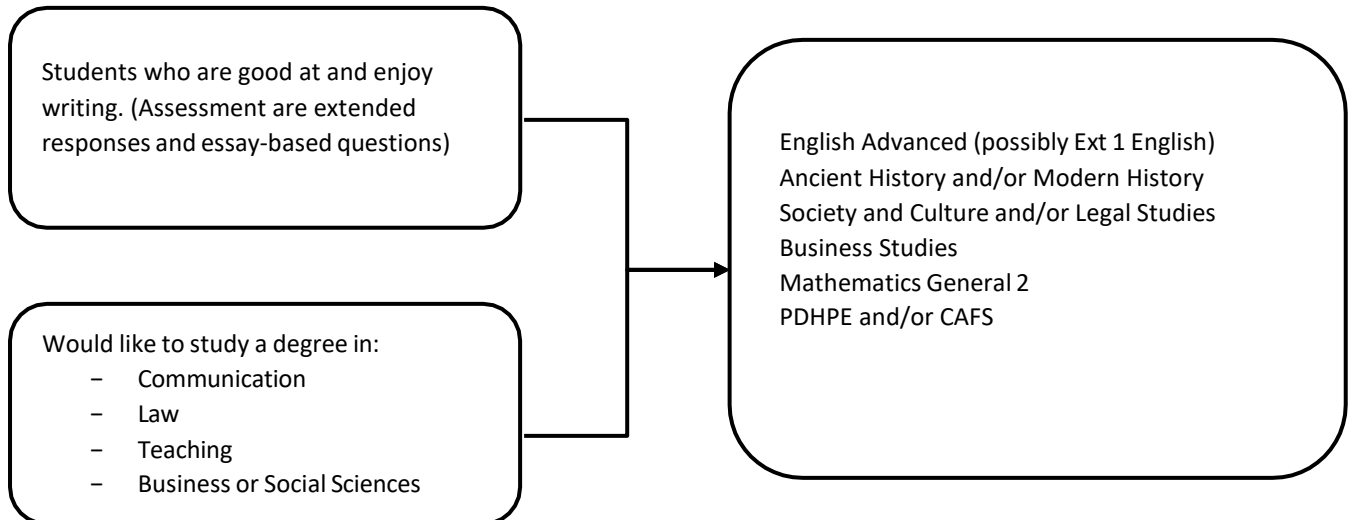
NESA expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

# SCENARIOS TO CONSIDER WHEN CHOOSING SUBJECTS

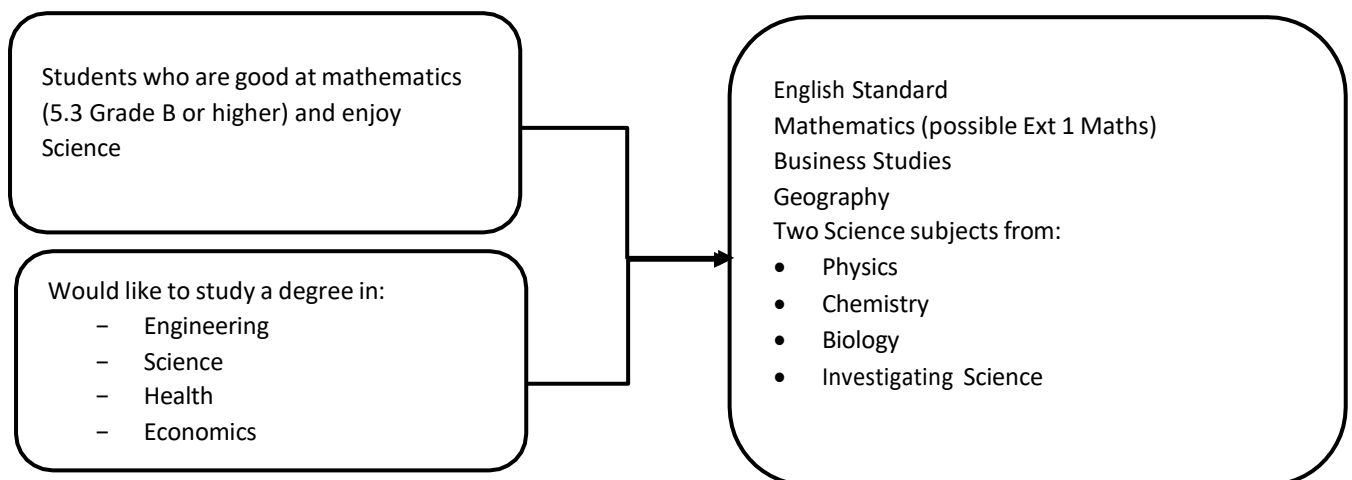
## University/Academic HSC (ATAR)

The University/Academic HSC is for students who are committed to study and homework and want to continue to University. It is suggested that students include at least one course that provides background knowledge for their intended University course. We recommend choosing 6 Board Developed Courses you enjoy and are good at (based on Year 10 results).

### Scenario 1:



### Scenario 2:



### Scenario 3:

Students who have good literacy skills, are creative in nature and have had previous training in practical course

English Standard or Advanced Legal Studies and/  
or Business Studies

PDHPE or CAFS

Two Creative subjects from:

- Music
- Drama
- Visual Arts
- Visual Design
- Photography

### Scenario 4:

Students who have good literacy skills, are well organised and enjoy project- based learning which requires them to think systematically and maintain a folio of their ideas and processes.

English Standard or Advanced  
Legal Studies

Business Studies

Society & Culture or CAFS

Two Creative subjects from:

- Music
- Drama
- Visual Arts
- Visual Design
- Photography

### Scenario 5:

Students who want an ATAR, but would like to study one non-academic course for enjoyment.

English Standard

Mathematics Standard

Biology or Investigating Science or PDHPE

Ancient History or Modern History

Business Studies or Legal Studies

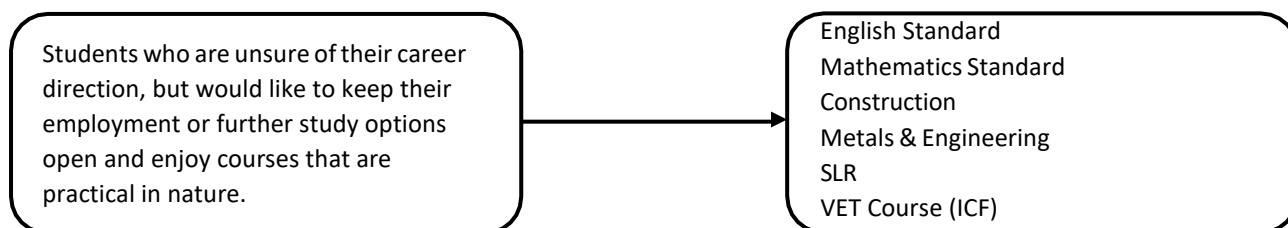
Society & Culture or CAFS

Plus

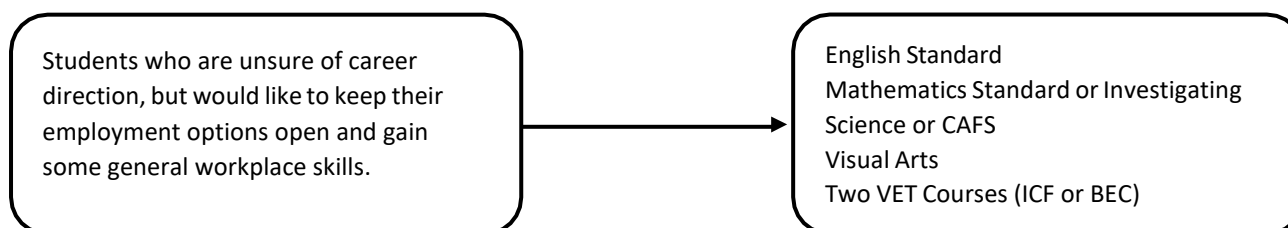
VET course (ICF) and a Board Endorsed course (non ATAR)

The main purpose of the MY HSC pathway is for students to gain an educational credential from courses they enjoy and do well in. The attainment of a quality HSC that reflects a student's capability will maximise post school options for employment or further training.

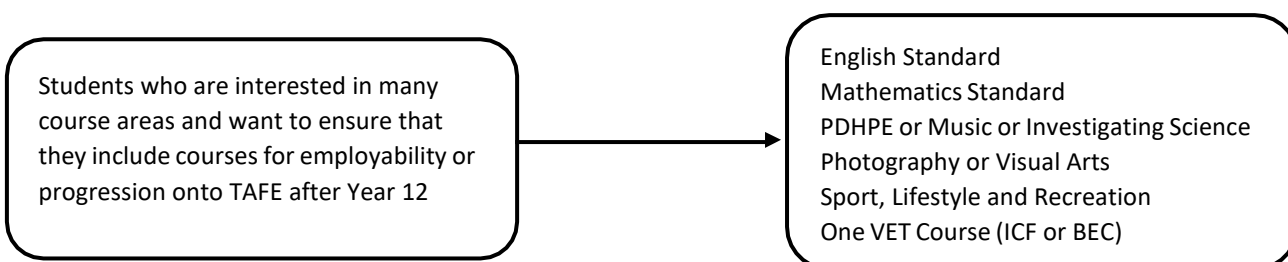
### Scenario 1:



### Scenario 2:



### Scenario 3:

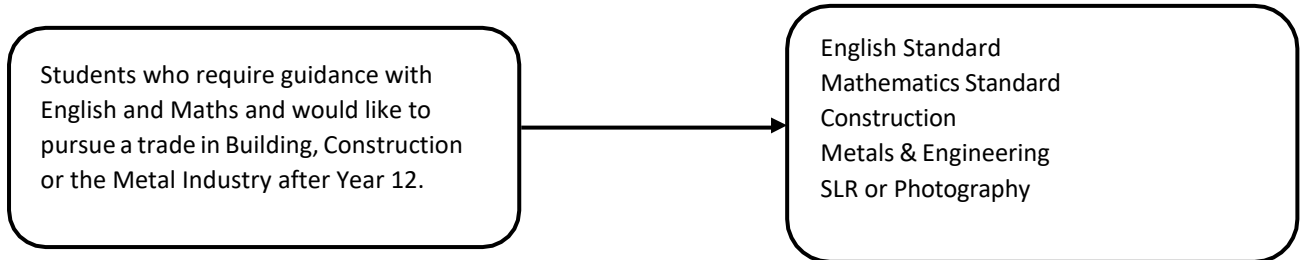




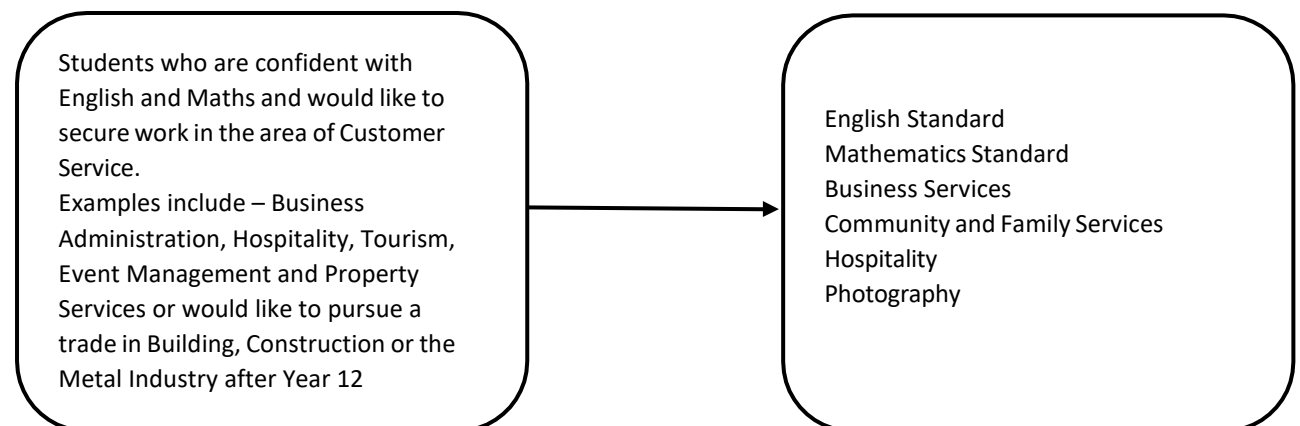
## Vocational or Job Preparation HSC

The focus of this HSC package is vocational skills training with the attainment of a credential that can provide credit and/or an easy transition into further technical training at TAFE. The Vocational HSC will also improve employment prospects for students after Year 12.

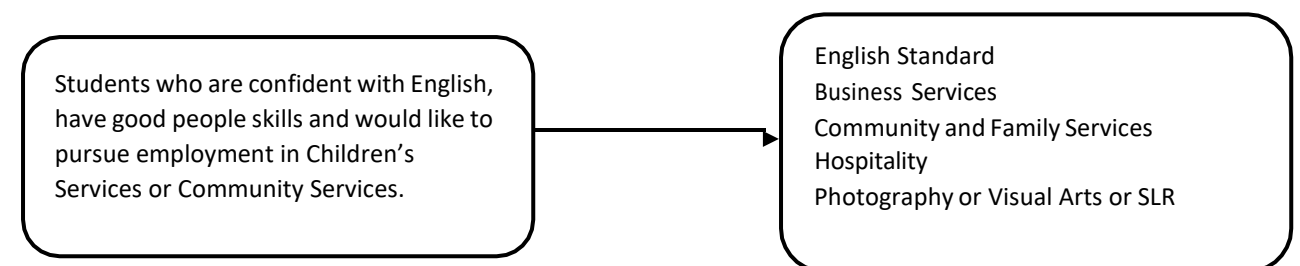
### Scenario 1:



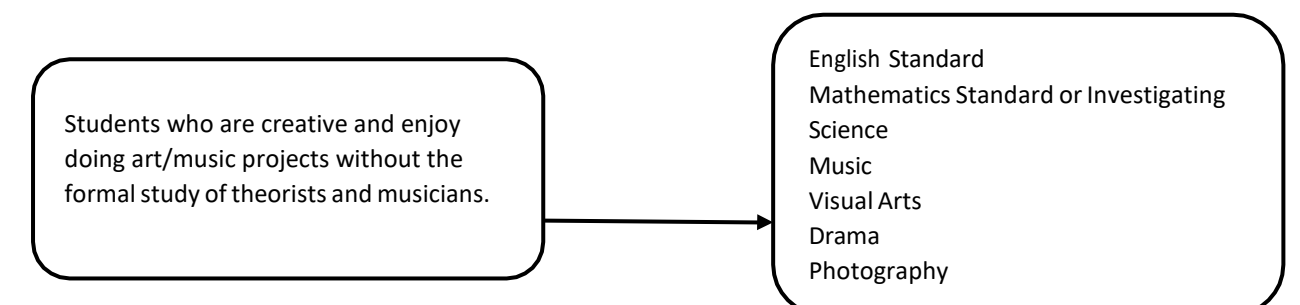
### Scenario 2:



### Scenario 3:




### Scenario 4:




# 2025 HSC COURSES OVERVIEW


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Certificate III in Retail Services	65
Certificate III in Sport Coaching	66

<b>Course:</b>	English (Advanced)	<b>Course No:</b>		<b>Category:</b>	Board Developed
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	English (Standard) English (Studies)	
<b>Course Description:</b>					
<p><b>This course is suitable for students applying for an ATAR and wishing to transition to University.</b></p> <p>The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p>					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
<ul style="list-style-type: none"> <li>• Common module: Reading to Write (40 hours)</li> <li>• Module A: Narratives that Shape our World (40 hours)</li> <li>• Module B: Critical Study of Literature (40 hours)</li> </ul>			<ul style="list-style-type: none"> <li>• Common Module: Texts and Human Experiences (30 hours)</li> <li>• Module A: Textual Conversations (30hours)</li> <li>• Module B: Critical Study of Literature (30 hours)</li> <li>• Module C: The Craft of Writing (30hours)</li> </ul> <p>Optional: This module may be studied concurrently with the common module and/or Modules A and B.</p>		
<b>Course Requirements</b>					
<p>Across Stage 6 the selection of texts <b>must</b> give students experience of the following:</p> <ul style="list-style-type: none"> <li>• A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> <li>• Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.</li> <li>• A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.</li> <li>• Texts with a wide range of cultural, social and gender perspectives.</li> <li>• Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</li> </ul>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>		 <b>NSW Education Standards Authority</b>			
<p>Examination specifications for English Advanced Course are at:</p>					
<b>Internal Assessment</b>					
<p>The content will be assessed against the following two components each of equal weighting (50%):</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content; and</li> <li>• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.</li> </ul>					
<b>The Year 12 formal school-based assessment program for English Standard reflects the following requirements:</b>					
<ul style="list-style-type: none"> <li>• a maximum of four assessment tasks</li> <li>• the minimum weighting for an individual formal task is 10%</li> <li>• the maximum weighting for an individual formal task is 40%</li> <li>• one task may be a formal written examination with a maximum weighting of 30%</li> <li>• one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%</li> <li>• one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</li> <li>• assessment of the Common Module must integrate student selected related material</li> </ul>					

<b>Assumed Knowledge</b>	Grade A or B Record of School Achievement in English. Please discuss with the Head Teacher.
<b>Course Charges</b>	Nil
<b>Head Teacher</b>	Ms Roseanne Abbott

<b>Course:</b>	Preliminary English Extension HSC English Extension 1	<b>Course No:</b>		<b>Category:</b>	Board Developed
1 unit of study for each of Preliminary and HSC			<b>Exclusions</b>	English (Standard) English (Studies)	
<b>Prerequisites:</b>	a) English (Advanced) b) Preliminary English Extension is a prerequisite for HSC English Extension course				
<b>Course Description:</b>					
The English Extension 1 course provides students who undertake English Advanced and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
<b>Year 11 Course Content</b> Module: Texts, Culture and Value (40 hours) Related research project (20 hours)			<b>HSC Course Content</b> Common Module: Literary Worlds with ONE elective option (60 hours)		
<b>Course Requirements</b>					
Across Stage 6 the selection of texts <b>must</b> give students experience of the following: <ul style="list-style-type: none"> <li>• A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> <li>• Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.</li> <li>• A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.</li> <li>• Texts with a wide range of cultural, social and gender perspectives.</li> <li>• Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</li> </ul>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b> Examination specifications for the English Extension Course are at:  <b>NSW Education Standards Authority</b>					
<b>Internal Assessment</b> The content will be assessed against the following two components each of equal weighting (50%): <ul style="list-style-type: none"> <li>• Knowledge and understanding of complex texts and of how and why they are valued; and</li> <li>• Skills in complex analysis, sustained composition and independent investigation.</li> </ul> <b>The Year 12 formal school-based assessment program for English Extension 1 reflects the following requirements:</b> <ul style="list-style-type: none"> <li>• Three assessment tasks</li> <li>• The minimum weighting for an individual task is 20%</li> <li>• The maximum weighting for an individual task is 40%</li> <li>• One task may be a formal written examination with a maximum weighting of 30%</li> <li>• One task must be a creative response with a maximum weighting of 40%</li> <li>• At least one task must integrate student selected related material</li> </ul>					
<b>Assumed Knowledge</b>	Students must have completed Advanced English Preliminary to continue in Year 12 Advanced. They must be enrolled in Advanced and Ext 1 to complete Ext 2				
<b>Course Charges</b>	Nil				
<b>Head Teacher</b>	Ms Roseanne Abbott				

<b>Course:</b>	English Standard	<b>Course No:</b>		<b>Category:</b>	Board Developed
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	English (Advanced) English (Extension)	
<b>Course Description:</b>					
<p><b>This course is suitable for students applying for an ATAR and wishing to transition to University.</b> The English Standard course is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.</p>					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
<ul style="list-style-type: none"> <li>• Common module – Reading to Write: Transition to Senior English (40 hours)</li> <li>• Module A: Contemporary Possibilities (40 hours)</li> <li>• Module B: Close Study of Literature (40 hours)</li> </ul>			<ul style="list-style-type: none"> <li>• Common module – Texts and Human Experiences (30 hours)</li> <li>• Module A: Language, Identity and Culture (30 hours)</li> <li>• Module B: Close Study of Literature (30 hours)</li> <li>• Module C: The Craft of Writing (30 hours)</li> </ul>		
<b>Course Requirements</b>					
<p>Across Stage 6 the selection of texts <b>must</b> give students experience of the following:</p> <ul style="list-style-type: none"> <li>• A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> <li>• Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.</li> <li>• A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.</li> <li>• Texts with a wide range of cultural, social and gender perspectives.</li> <li>• Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</li> </ul>					
<b>Assessment: HSC Course only</b>					
<p><b>External Assessment:</b> Examination specifications for English Standard Course:</p> <div style="display: flex; align-items: center; justify-content: center;">  <p><b>NSW Education Standards Authority</b></p> </div>					
<p><b>Internal Assessment:</b> The content will be assessed against the following two components each of equal weighting (50%):</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content, and</li> <li>• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.</li> </ul> <p><b>The Year 12 formal school-based assessment program for English Standard reflects the following requirements:</b></p> <ul style="list-style-type: none"> <li>• a maximum of four assessment tasks</li> <li>• the minimum weighting for an individual formal task is 10%</li> <li>• the maximum weighting for an individual formal task is 40%</li> <li>• one task may be a formal written examination with a maximum weighting of 30%</li> <li>• one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%</li> <li>• one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</li> <li>• assessment of the Common Module must integrate student selected related material</li> </ul>					

<b>Assumed Knowledge</b>	Satisfactory completion of Record of School Achievement in English
<b>Course Charges</b>	Nil
<b>Head Teacher</b>	Ms Roseanne Abbott

<b>Course:</b>	English Studies	<b>Course No:</b>		<b>Category:</b>	Board Developed
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	English (Advanced) English (Standard)	
<b>Course Description:</b>					
The English Studies course is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
<b>Year 11 Course Content</b> Mandatory module – Achieving through English: English in education, work and community (30-40 hours) An additional 2–4 modules (20-30 hours each)			<b>HSC Course Content</b> Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2–4 modules (20-45 hours each)		
<b>Course Requirements</b>					
Mandatory modules Year 11 Achieving through English: English in Education, work and community Year 12 Common Module – Texts and Human Experiences  Year 12 will also be required to:					
<ul style="list-style-type: none"> <li>Study one text from the prescribed text list and one related text for the above module.</li> </ul>					
An additional 2-4 modules are to be studied across Stage 6 the selection of texts must give students experiences of the following as appropriate:					
<ul style="list-style-type: none"> <li>Reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li> <li>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 people</li> <li>Texts with a wide range of cultural, social and gender perspectives, popular and youth cultures a range of types of text</li> <li>drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment:</b>					
The common module in English Studies has been introduced to provide students with the choice to sit an HSC examination to be reported on a common scale. Teachers will retain the flexibility to design and differentiate programs and assessment to target the needs and interests of students. Placement of English Studies on the common scale allows all students the choice to sit for an HSC examination. <i>English Studies Stage 6 Draft Syllabus Consultation Report – Feb 2017</i> . Examination specifications will be released by NESA during Term 3, 2018.					
<b>Internal Assessment:</b>					
The content will be assessed against the following two components each of equal weighting (50%):					
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> <li>Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively</li> </ul>					
<b>The Year 12 formal school-based assessment program for English Studies reflects the following requirements:</b>					
<ul style="list-style-type: none"> <li>a maximum of four assessment tasks</li> <li>the minimum weighting for an individual task is 10%</li> <li>the maximum weighting for an individual task is 40%</li> <li>one task may be a formal written examination with a maximum weighting of 20%</li> <li>one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%</li> <li>assessment of the Common Module must integrate teacher or student selected related material</li> </ul>					

<b>Assumed Knowledge</b>	Satisfactory completion of Year 10
<b>Course Charges</b>	Nil
<b>Head Teacher</b>	Ms Roseanne Abbott

<b>Course:</b>	Mathematics Advanced	<b>Course No:</b>	11255	<b>Category:</b>	Board Developed
2 units for each of Year 11 and 12			<b>Exclusions:</b>	Mathematics Standard	
<b>Prerequisites:</b>	A competent understanding of the knowledge and skills from Year 10 Stage 5.3 Mathematics with a particular emphasis on algebra.				
<b>Course Description:</b>					
<p>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 course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.</p> <p>Mathematics Advanced leads to an ATAR and provides the foundation skills for those seeking to enroll in STEM (Science, Technology, Engineering and Mathematics) related degrees post-school. Students are typically expected to complete 4 - 5 hours of home study per week to consolidate their class work. Mathematics Extension 1 and 2 can be studied in addition to this course for the highest achieving students.</p>					
<b>Topics Covered - Preliminary Course</b>			<b>Topics Covered - HSC Course</b>		
<ul style="list-style-type: none"> <li>Working with Functions</li> <li>Trigonometry and Measure of Angles</li> <li>Trigonometric Functions and Identities</li> <li>Introduction to Differentiation</li> <li>Logarithms and Exponentials</li> <li>Probability and Discrete Probability Distributions</li> </ul>			<ul style="list-style-type: none"> <li>Graphing Techniques</li> <li>Trigonometric Functions and Graphs</li> <li>Differential Calculus</li> <li>Applications of Differentiation</li> <li>Integral Calculus</li> <li>Modelling Financial Situation</li> <li>Descriptive Statistics and Bivariate Data Analysis</li> <li>Random Variables</li> </ul>		
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
Written paper of 3 hours duration plus 10 minutes reading time worth 100 marks. This included multiple choice questions worth 10 marks and questions requiring reasoning and calculations totaling 90 marks. A NESAs reference sheet is provided			<p>Students will undertake three assessment tasks in Year 11 and four assessment tasks in Year 12. The structure of internal assessment for Year 12 is:</p> <ol style="list-style-type: none"> <li>Term Test (summary sheet permitted)</li> <li>Investigation Task</li> <li>Revision Quiz</li> <li>Trial Examination</li> </ol>		

<b>Assumed Knowledge</b>	Year 10 Stage 5.3 Mathematics
<b>Course Charges</b>	\$25 per year
<b>Head Teacher</b>	Mr Nicholas Shorten

<b>Course:</b>	Mathematics Extension 1	<b>Course No:</b>	11250	<b>Category:</b>	Board Developed
1 unit for each of Year 11 and Year 12 (must be studied in addition to Mathematics Advanced)			<b>Exclusions:</b>	Mathematics Standard	
<b>Prerequisites:</b>	This course is recommended to the most outstanding Year 10 students from the Stage 5.3 course and is studied in addition to the Mathematics Advanced course.				
<b>Course Description:</b>					
<p>Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of, and competence in, further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. It extends many of the concepts studied in the Mathematics Advanced course and introduces new abstract ideas. Students studying this course are typically seeking to maximise their ATAR and can reasonably expect double the workload of a student studying Mathematics Advanced only.</p> <p>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.</p> <p>The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.</p>					
<b>Topics Covered - Preliminary Course</b>			<b>Topics Covered - HSC Course</b>		
<ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Identities</li> <li>• Rates of Change</li> <li>• Working with Combinatorics</li> </ul>			<ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> <li>• Introduction to Vectors</li> <li>• Trigonometric Equations</li> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> <li>• The Binomial Distribution</li> </ul>		
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
Written paper of 2 hours duration plus 10 minutes reading time worth 70 marks. This included multiple choice questions worth 10 marks and questions requiring reasoning and calculations totaling 60 marks.			<p>Students will undertake three assessment tasks in Year 11 and four assessment tasks in Year 12. The structure of internal assessment for Year 12 is:</p> <ol style="list-style-type: none"> <li>1. Term Test (summary sheet permitted)</li> <li>2. Investigation Task</li> <li>3. Revision Quiz</li> <li>4. Trial Examination</li> </ol>		

<b>Assumed Knowledge</b>	Year 10 Stage 5.3 Mathematics
<b>Course Charges</b>	Nil
<b>Head Teacher</b>	Mr Nicholas Shorten



<b>Course:</b>	Mathematics Standard	<b>Course No:</b>	11236	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12			<b>Exclusions:</b>	Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2 (Year 12)	
<b>Prerequisites:</b>	A competent understanding of concepts from Year 10 Mathematics. This course is recommended for students who have studied Year 10 Stage 5.1 or 5.2 Mathematics.				
<b>Course Description:</b>					
<p>Mathematics Standard is designed to equip students with the skills to apply mathematics effectively, efficiently, and critically in their everyday lives, enabling them to make informed decisions. Through a diverse range of real-world applications, students develop competence in various aspects of mathematics, including Algebra, Measurement, Financial Mathematics, and Statistical Analysis. In Year 12, students continuing with Mathematics Standard have two options (decisions are not required until the end of Year 11):</p> <p><b>Mathematics Standard 2 (15236)</b> is tailored for students seeking to advance their mathematical proficiency beyond Stage 5, providing preparation for diverse educational and career pathways, including tertiary studies. Building upon the foundational topics covered in the Year 11 Mathematics Standard course, Mathematics Standard 2 delves deeper into these areas, offering students a more comprehensive understanding of concepts.</p> <p><b>Mathematics Standard 1 (11231)</b> is designed to enhance students' numeracy skills, fostering confidence and success in applying mathematics meaningfully. Students have the option to attempt the HSC examination if they wish for this course to be included in the calculation of an ATAR.</p>					
<b>Topics Covered - Preliminary Course</b>		<b>Topics Covered - Mathematics Standard 2 HSC Course</b>		<b>Topics Covered - Mathematics Standard 1 HSC Course</b>	
<ul style="list-style-type: none"> <li>• Formulae and Equations</li> <li>• Linear Relationships</li> <li>• Applications of Measurement</li> <li>• Working with Time</li> <li>• Money Matters</li> <li>• Data Analysis</li> <li>• Relative Frequency and Probability</li> </ul>		<ul style="list-style-type: none"> <li>• Types of Relationships</li> <li>• Non-right-angled Trigonometry</li> <li>• Rates and Ratios</li> <li>• Investment and Loans</li> <li>• Annuities</li> <li>• Bivariate Data Analysis</li> <li>• The Normal Distribution</li> <li>• Network Concepts</li> <li>• Critical Path Analysis</li> </ul>		<ul style="list-style-type: none"> <li>• Types of Relationships</li> <li>• Right-angled Triangles</li> <li>• Rates</li> <li>• Scale Drawings</li> <li>• Investment</li> <li>• Depreciation and Loans</li> <li>• Further Statistical Analysis</li> <li>• Networks and Paths</li> </ul>	
<b>Assessment: Year 12 Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
<p><b>Mathematics Standard 2:</b> Written paper of 2 hours and 30 minutes duration, plus 10 minutes reading time. The examination is worth a total of 100 marks and is separated into two sections; multiple-choice questions to the value of 15 marks and questions with multiple parts to the value of 85 marks. A reference sheet will be provided. NESAs approved calculators, a pair of compasses and a protractor may be used.</p> <p><b>Mathematics Standard 1 (optional examination):</b> Written paper of 2 hours duration plus 10 minutes reading time. The examination is worth a total of 80 marks and is separated into two sections; multiple-choice questions to the value of 10 marks and questions with multiple parts to the value of 70 marks. A reference sheet will be provided. NESAs approved calculators, a pair of compasses and a protractor may be used.</p>			<p><b>Mathematics Standard 2 and Standard 1:</b> Students will undertake three assessment tasks in Year 11 and four assessment tasks in Year 12. The structure of internal assessment for Year 12 is as follows:</p> <ol style="list-style-type: none"> <li>1. Term Test (summary sheet permitted)</li> <li>2. Investigation Task</li> <li>3. Revision Quiz</li> <li>4. Trial Examination</li> </ol>		
<b>Assumed Knowledge</b>	Year 10 Stage 5.1 and 5.2 Mathematics				
<b>Course Charges</b>	\$25 per year				
<b>Head Teacher</b>	Mr Nicholas Shorten				

<b>Course:</b>	Numeracy	<b>Course No:</b>	30130	<b>Category:</b>	Content Endorsed
2 units for each of Preliminary and HSC Content Endorsed Course			<b>Exclusions:</b>	Mathematics Standard Mathematics Advanced Mathematics Extension 1	
<b>Prerequisites:</b>	Nil				
<b>Course Description:</b>					
<p>The Numeracy Stage 6 Content Endorsed Course is a new course focused on the development and consolidation of core numeracy skills. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy.</p> <p>This course is appropriate for students who could benefit from further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in Numeracy and/or who have struggled to grasp foundational concepts covered in Stage 5 Mathematics.</p>					
<b>Topics Covered - Preliminary Course</b>			<b>Topics Covered - HSC Course</b>		
<b>Module 1</b> <ul style="list-style-type: none"> <li>Whole numbers</li> <li>Operations with whole numbers</li> <li>Distance, area and volume</li> <li>Time</li> <li>Data, graphs and tables</li> </ul> <b>Module 2</b> <ul style="list-style-type: none"> <li>Fractions and decimals</li> <li>Operations with fractions and decimals</li> <li>Metric relationships</li> <li>Length, mass and capacity</li> <li>The probability of everyday events</li> </ul>			<b>Module 3</b> <ul style="list-style-type: none"> <li>Percentages linked with fractions and decimals</li> <li>Finance</li> <li>Location, time and temperature</li> <li>Space and design</li> </ul> <b>Module 4</b> <ul style="list-style-type: none"> <li>Rates and ratio</li> <li>Statistics and probability</li> <li>Exploring numeracy using (Numerical Reasoning, Mathematical Thinking) NRMT</li> </ul>		
<b>Assessment: HSC Course Only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
There is no HSC examination for the Numeracy course. Assessment will be school based.			Students will undertake three assessment tasks in Year 11 and four assessment tasks in Year 12. The structure of internal assessment for Year 12 will be new for 2024 and will follow the NESA guidelines as follows: <ul style="list-style-type: none"> <li>a maximum of four assessment tasks</li> <li>the minimum weighting for an individual task is 10%</li> <li>the maximum weighting for an individual task is 40%</li> <li>one task may be a formal written examination with a maximum weighting of 30%</li> <li>one task must be an assignment or investigation-style task.</li> </ul>		

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Head Teacher</b>	Mr Nicholas Shorten

<b>Course:</b>	Drama	<b>Course No:</b>	Preliminary – 11090 HSC - 15090	<b>Category:</b>	Board Developed
2 Unit			<b>Exclusions:</b>	Nil	

### Course Description:

#### Prerequisites

No prior study of Drama is needed, but a willingness to participate in a large variety of practical exercises and performances is required.

#### Course Description

This course is intended to give students skills in group devising and performance. They gain an understanding of productions, theatrical traditions and performance styles. This is developed through written tasks such as journaling, reviewing and essay-writing as well as practical tasks such as workshop exercises, playbuilding, acting, improvisation and performance.

#### Main Topics Covered - Preliminary Course

##### Theatrical Traditions and Performance Styles

learning how others use theatre to present ideas.

##### Playbuilding

- creating performances (for on stage or film) with peers.

##### Improvisation

- learning how to create without a script

##### Acting

- techniques for getting into character.

##### Elements of Production

- understanding what is needed to get from idea to public performance.

#### Main Topics Covered - HSC Course

##### Australian Drama and Theatre

Understanding is developed and assessed through the study and workshoping of two plays in essay-writing and in performance.

##### Studies in Drama and Theatre

Understanding is developed and assessed through the study of an international theatrical style. This is done through workshoping, essay-writing and performance.

##### Group Performance

Students are placed in small groups and must create an 8-12-minute performance for external assessment in Term 3.

##### Individual Project

Students choose from design (costume, lighting, set, program), scriptwriting, film, critical analysis or performance to create a piece for external assessment in Term 3.

### Particular Course Requirements:

- Logbook

### Assessment: HSC Course only

External Assessment		Internal Assessment	
	Weighting		Weighting
<b>Written Exam</b> Two extended responses in a two hour exam: <ul style="list-style-type: none"> <li>• Australian Drama and Theatre</li> <li>• Studies in Drama and Theatre</li> </ul>	40%	<b>Australian Drama and Theatre</b> Combination of workshops, written essays and performance	30%
<b>Group Performance</b> Presentation of an original 8-12 minute group devised drama	30%	<b>Studies in Drama and Theatre</b> Combination of workshops, written essays and performance	30%
<b>Individual Project</b> Presentation of one of the following: <ul style="list-style-type: none"> <li>• Critical Analysis</li> <li>• Design</li> <li>• Performance</li> <li>• Scripting</li> <li>• Video Drama</li> </ul>	30%	<b>Development of Group Performance</b>	20%
		<b>Development of Individual Project</b>	20%

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	\$10
<b>Contact Teacher</b>	Mrs Lucy Hawkins

<b>Course:</b>	Music 1	<b>Course No:</b>	11280 Prelim 15290 HSC	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course			<b>Exclusions:</b>	Nil	
<b>Course Description:</b>					
<p>The Music 1 course is designed to give young and enthusiastic students great freedom of choice. Each term, students study a topic, chosen from a diverse list, then they explore this topic through performance, composition, musicology and aural.</p> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Play their instrument of choice.</li> <li>• Focus on their strengths (up to 70% performance).</li> <li>• Study styles of their choice - including Rock music, Popular music, Australian music, Musical Theatre etc.</li> <li>• Explore their creativity.</li> <li>• Use technology to compose music.</li> </ul> <p>Students study the Concepts of Music; 6 areas of musical analysis – Pitch, Duration, Tone Colour, Structure, Texture and Dynamics and Expressive Techniques.</p> <p>Through these concepts, students will develop their understanding of the modern music landscape via performance, composition musicology and aural skills activities.</p> <p>Both the Preliminary and HSC courses feature the study of three musical contexts. Students will also be eligible to attend music focused excursions. HSC topics can be individualised for students through negotiation with the class teacher.</p>					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
Students will study 3 topics from a list including: An instrument and its repertoire, Australian music, Jazz, Music and the related arts, Music for radio, film, television and multimedia, Music for small ensembles, Music of a culture (Preliminary course), Popular music, Rock music, etc			Students will study 3 topics from a list including: An instrument and its repertoire, Popular music, Rock music, Music for radio, film, television and multimedia, Music for small ensembles, Music of a culture (HSC course), etc		
<b>Particular Course Requirements</b>					
<p>In the preliminary course, students gain experience in all 4 areas of the course equally: Performance (25%), Composition (25%), Aural (25%) and Musicology (25%).</p> <p>In the HSC assessment, students get to choose 3x 15% electives – one for each HSC topic. These electives are your choice of performance, composition and musicology. Students are also required to perform one core performance and a listening task (Aural skills).</p>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
	<b>Weighting</b>			<b>Weighting</b>	
Core performance	20%	Core Performance		10%	
Elective 1	20%	Core Composition		10%	
Elective 2	20%	Core Musicology		10%	
Elective 3	20%	Core Aural		25%	
Aural Skills	30%	Elective 1		15%	
	110%	Elective 2		15%	
	Scaled to 100	Elective 3		15%	
<b>Assumed Knowledge</b>	None				
<b>Course Charges</b>	\$15				
<b>Contact Teacher</b>	Mr Jason Foy / Mr Benjamin Fuiono				

<b>Course:</b>	Japanese Beginners	<b>Course No:</b>	15820	<b>Category:</b>	Board Developed
2 Unit	<b>Exclusions:</b>		Students who have completed more than 100 hours of Japanese in Stage 4 or 5 are not eligible for this course.		
<b>Course Description:</b>					
<p>This course is designed for students who have no prior knowledge or experience of the Japanese language or whose experience is derived solely from or equivalent to its study for 100 hours or less in Stage 4 or Stage 5.</p> <p>Japan is a major trading partner with Australia. The study of Japanese can lead to future career prospects in areas of tourism, hospitality, education, technology, video gaming, animation, marketing, commerce, international relations and more.</p> <p>Newcastle also has strong ties with our sister city of Ube in Japan. Kotara High School and Ube Senior High School have been sister schools for over 30 years and students will have opportunities to interact with visiting Japanese students, participate in the biennial school Study Tour of Japan and enter the annual Japan Speech Competition if they choose. The winners of the Speech Competition receive trips to Japan.</p>					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
The Preliminary Course has outcomes as its organisational focus. The themes of The Personal World and The Japanese-Speaking Communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.			In the HSC course students will extend and refine their communication skills in Japanese in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.		
<b>Particular Course requirements</b>					
<b>Topics within the two themes covered are:</b>					
<ul style="list-style-type: none"> <li>• Family life, home and neighborhood.</li> <li>• People, places and communities.</li> <li>• Education and work.</li> <li>• Friends, recreation and pastimes.</li> <li>• Holidays, travel and tourism.</li> <li>• Future plans and aspirations.</li> </ul>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
	<b>Weighting</b>			<b>Weighting</b>	
Written Examination – Listening, Reading and Writing	80%	Listening Speaking		30%	
Speaking Examination – Speaking	20%	Reading Writing		20%	30%
				20%	
<b>Assumed Knowledge</b>	Nil				
<b>Course Charges</b>	\$50 (includes mandatory workbook). It is also highly recommended that students participate in a weekly Conversation Class with a native speaker. The cost of this will vary depending on student participation numbers.				
<b>Contact teacher</b>	Mrs Linda White / Ms Bronwyn Tier				

<b>Course:</b>	Japanese Continuers 2 Unit	<b>Course No:</b>	15830	<b>Category:</b>	Board Developed
		<b>Exclusions:</b>	Japanese Beginners: Japanese in Context		
<b>Course Description:</b>					
<b>The Preliminary Course (120 indicative hours)</b>					
<p>The Preliminary course has, as its organisational focus, themes and associated topics. The themes are The Individual, The Japanese – speaking Communities and The Changing World. Students’ skills in and knowledge and understanding of Japanese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts.</p>					
<b>The HSC Course (120 indicative hours)</b>					
<p>The HSC course focuses on the three prescribed themes and associated topics. Students gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students’ knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.</p>					
<b>Main Topics Covered – Preliminary Course</b>			<b>Main Topics Covered – HSC Course</b>		
Personal World – home, neighbourhood, family, friends, places of interest in Australia  Daily Life – routine, school life  Leisure – interests, sport, healthy lifestyle  Future plans – education, careers, lifestyle			Travelling in Japan – transport, directions tickets, reservations accommodation, places of interest in Japan.  Living in Japan – meeting/visiting people, shopping, eating, customs, etiquette  Cultural life – traditional culture, contemporary culture  Casual work, careers using Japanese  Current issues – technology, youth and social issues		
<b>Particular Course Requirements</b>					
<ul style="list-style-type: none"> <li>• 200-300 hours study of the language or equivalent.</li> <li>• Beginners and Background Speakers are excluded from this course.</li> <li>• Students who complete the Preliminary Course may consider studying Japanese Extension for the HSC.</li> </ul>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
		<b>Weighting</b>			<b>Weighting</b>
Written Examination – Listening, Reading and Writing		80%	Listening Speaking Reading Writing		30% 20% 30% 20%
Speaking Examination – Speaking		20%			
<b>Assumed Knowledge</b>	Stage 5 Japanese – Minimum 200 hours				
<b>Course Charges</b>	\$42 - workbook				
<b>Contact Teachers</b>	Linda White / Bronwyn Tier				

<b>Course:</b>	Photography, Video and Digital Imaging 2 Unit Or 1 Unit	<b>Course No:</b>		<b>Category:</b>	CEC
		<b>Exclusions:</b>	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.		
<b>Course Description:</b>					
<p>This course 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.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p> <p>There is no prerequisite for taking this course.</p>					
<b>Main Topics Covered – Preliminary Course</b>			<b>Main Topics Covered – HSC Course</b>		
<p>Modules are selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>• Wet Photography</li> <li>• Video</li> <li>• Digital Imaging</li> </ul> <p><b>Modules include:</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Field</li> <li>• Developing a Point of View</li> <li>• Traditions, Conventions, Styles and Genres</li> <li>• Manipulated Forms</li> <li>• The Arranged Image</li> <li>• Temporal Accounts</li> </ul> <p>An Occupational Health and Safety Module is mandatory.</p>			<p>The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p> <p>An Occupational Health and Safety Module is mandatory.</p>		
<b>Particular Course Requirements</b>					
Students are required to keep a diary throughout the course.					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		<b>Weighting</b>
<p>There is no external examination (delivered by NESAs) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.</p> <p>All content endorsed courses count towards the HSC and appear on the student's Record of Achievement.</p> <p>However, Content Endorsed Courses do not count in the calculation of the ATAR</p>			Critical and Historical Making		30% 70%
<b>Assumed Knowledge</b>	NIL				
<b>Course Charges</b>	\$120				
<b>Contact Person / Head Teacher</b>	Ms Lanelle Lee Chin / Mrs Kirsty Cap / Ms Robin Jones / Ms Kiah Robinson Retter				

<b>Course:</b>	Visual Arts	<b>Course No:</b>	Preliminary 11380 HSC 15400	<b>Category:</b>	Board Developed
2 Unit			<b>Exclusions:</b>	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	

**Course Description:**

*It is not a prerequisite to have had elective experience.*

**Preliminary Course**

Visual Arts involves students in studying the areas of artmaking and art criticism & art history. Students investigate artworks, critics, historians and artists from Australia as well as those from other cultures, places, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

**HSC Course**

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.

**Main Topics Covered - Preliminary Course**

- 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 art world.
- 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.

**Main Topics Covered - HSC Course**

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

**Particular Course Requirements**

**Preliminary Course**

Artworks in at least two expressive forms and use of a process diary. A broad investigation of ideas in artmaking, art criticism and art history. Students are required to keep a Visual Arts Diary.

**HSC Course:**

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

Students are required to keep a Visual Arts Diary and provide some materials for the creation of the Body of Work.

**Assessment: HSC Course only**

External Assessment		Internal Assessment	
	Weighting		Weighting
Critical and Historical Studies	50%	Critical and Historical Studies	50%
Artmaking	50%	Artmaking	50%

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	\$120
<b>Contact Teacher</b>	Ms Lanelle Lee Chin / Mrs Kirsty Cap / Ms Robin Jones / Ms Kiah Robinson Retter



<b>Course:</b>	Aboriginal Studies	<b>Course No:</b>	15000	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12			<b>Exclusions:</b>		
<b>Course Description:</b>					
<p>The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and a 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.</p> <p>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.</p>					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
<b>Part I:</b> Aboriginality and the Land (20%) <b>Part II:</b> Heritage and Identity (30%) <b>Part III:</b> International Indigenous Community: Comparative Study (25%) <b>Part IV:</b> Research and Inquiry Methods: Local Community Case Study (25%)			<b>Part I – Social Justice and Human Rights Issues (50%)</b> Global Perspective (20%) <i>AND</i> Comparative Study (30%) <b>Part II – Case Study of an Aboriginal Community for each topic (20%)</b> Aboriginality and the Land <i>OR</i> Heritage and Identity <b>Part III – Research and Inquiry Methods – Major Project (30%)</b>		
<b>Particular Course Requirements:</b>					
<p>In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.</p>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
		<b>Weighting</b>			<b>Weighting</b>
A three hour written examination consisting of:			Knowledge and understanding of course content		40%
Section I – Social justice and Human Rights Issues Part A – Global Perspective		25%	Investigating, analysis synthesis and evaluation of information from a variety of sources and perspectives		25%
Part B – Comparative Investigation		15%	Research and inquiry methods including aspects of the major project		20%
Part C – Extended Response		15%	Communication of information, ideas and issues in appropriate forms		15%
Section II – Research and Inquiry Methods		15%			
Section III – Aboriginality and the Land OR Heritage and Identity		30%			

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact teacher</b>	Mr L Bell Ms S Evans

<b>Course:</b>	Ancient History	<b>Course No:</b>	15020	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course			<b>Exclusions:</b>		

### Course Description:

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.

### Main Topics Covered - Preliminary Course

### Main Topics Covered - HSC Course

<p><b>Part 1: The Nature of Ancient History</b> The Archaeological Investigation of Ancient Sites and Sources</p> <p><b>Part II: Investigating Ancient History (Case Studies)</b></p> <ul style="list-style-type: none"> <li>TWO Case Studies, Tutankhamun's Tomb, The Shang Dynasty, Troy, The Roman Games, Palmyra and the Silk Road, The Celts, Ancient Australia, Alexandria</li> </ul> <p><b>Part III: Features of Ancient Societies</b></p> <ul style="list-style-type: none"> <li>TWO ancient societies Egypt, Greece, Rome, Carthage</li> <li>Key Features: Slavery, Weapons and Warfare, Death and Funerary Customs, Art and Architecture</li> </ul> <p><b>Part IV: Historical Investigation</b> Individual student project. Students investigate research and write an essay question on a particular aspect of Ancient History in which they have a personal interest.</p>	<p><b>Part I: Core Study:</b> Cities of Vesuvius – Pompeii and Herculaneum</p> <p><b>Part II: ONE Ancient Society</b></p> <ul style="list-style-type: none"> <li>Spartan society to the Battle of Leuctra 371 BC</li> <li>New Kingdom Egypt society during the Ramesside period</li> <li>Persian society at the time of Darius and Xerxes</li> </ul> <p><b>Part III: ONE Personality in their Times</b></p> <ul style="list-style-type: none"> <li>Hatshepsut</li> <li>Akhenaten</li> <li>Alexander the Great</li> <li>Julius Caesar</li> </ul> <p><b>Part IV: ONE Historical Period</b></p> <ul style="list-style-type: none"> <li>New Kingdom Egypt to the Death of ThutmosIV</li> <li>Imperial China – The Qin and Han 247-87BC</li> <li>The fall of the Roman Republic</li> <li>The Greek World 500 – 440 BC</li> </ul>
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### Particular Course Requirements

Nil

### Assessment: HSC Course only

External Assessment		Internal Assessment	
	Weighting		Weighting
A 3-hour written examination in four parts: Ancient Personality Ancient Societies Historical Periods Core Study – Pompeii and Herculaneum	25% 25% 25% 25%	The four parts of the course are assessed through a range of tasks including: <ul style="list-style-type: none"> <li>Research</li> <li>Source Analysis</li> <li>Various forms of communication</li> </ul> The weightings will reflect those that apply to the external assessment	

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms. S Evans (HT) / Mrs. R Grenadier

<b>Course:</b>	Business Studies	<b>Course No:</b>	15040	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course			<b>Exclusions:</b>		
<b>Course Description:</b>					
Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation, and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
<ul style="list-style-type: none"> <li>Nature of Business (20%) – The role and nature of business in a changing business environment</li> <li>Business Management (40%) – The nature and responsibilities of management in the business environment</li> <li>Business Planning (40%) – The process of establishing and planning a small to medium enterprise</li> </ul>			<ul style="list-style-type: none"> <li>Operations (25%) – The strategies for effective operations management in a large business</li> <li>Marketing (25%) – The strategies involved in the development and implementation of successful marketing strategies</li> <li>Finance (25%) – The role of interpreting financial information in the planning and management of a business</li> <li>Human Resources (25%) – The contribution of human resource management to business performance</li> </ul>		
<b>Particular Course Requirements</b>					
Nil					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
	<b>Weighting</b>			<b>Weighting</b>	
A three hour written examination worth 100 marks			Knowledge and understanding of course content	40%	
Section I – Multiple Choice	20%		Stimulus based skills	20%	
Section II – Short Answers	40%		Inquiry and research	20%	
Section III – Business Report	20%		Communication of business information, ideas and issues in appropriate forms	20%	
Section IV – Extended Response	20%				
<b>Assumed Knowledge</b>		Nil			
<b>Course Charges</b>		Nil			
<b>Contact Teacher</b>		Ms. S Evans (HT) / Ms. R Campbell / Mr M Sillar			

<b>Course:</b>	Economics	<b>Course No:</b>	15110	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course			<b>Exclusions:</b>		
<b>Course Description:</b>					
Economics provides an 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.					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
Introduction to Economics Consumer and Business Markets Labour Markets Financial Markets Government and the Economy			The Global Economy Australia's place in the Global Economy Economic Issues Economic Policies and Management		
<b>Particular Course Requirements</b>					
Nil					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
	<b>Weighting</b>			<b>Weighting</b>	
A three hour written examination, including multiple-choice, short answer and extended response questions			Knowledge and understanding of course content	40%	
			Stimulus-Based Skills	20%	
			Inquiry and research	20%	
			Communication of economic information, ideas and issues in appropriate forms	20%	

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms S Evans (HT) / Ms R Scarpinato / Mr M Sillar

<b>Course:</b>	Geography	<b>Course No:</b>	15190	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course			<b>Exclusions:</b>		
<b>Course Description:</b>					
<p>Geography is an investigation of the world which provides an accurate description and interpretation of the various characters of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world. We investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities.</p> <p>The Year 11 course includes studies in both physical and human Geography. Students investigate contemporary geographical issues such as climate change and overpopulation to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society The Year 12 course enables students to further understand and appreciate issues about our contemporary world.</p> <p>There are specific studies on ecosystems such as the Great Barrier Reef, world cities and economic activities such as tourism. Students undertake fieldwork excursions to consolidate their learning in class.</p>					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
<p><b>Biophysical Interactions</b> (45%) – how biophysical processes contribute to sustainable management</p> <p><b>Global Challenges</b> (45%) – geographical study of issues at a global scale including population and natural resource use</p> <p><b>Senior Geography Project</b> (10%) – a geographical study of student’s own choosing</p>			<p><b>Ecosystems at Risk</b> (33%) – the functioning of ecosystems, their management and protection</p> <p><b>Urban Places</b> (33%) – study of cities and urban dynamics in developed and developing countries</p> <p><b>People and Economic Activity</b> (33%) – geographic study of economic activity at a local and global context</p>		
<b>Particular Course Requirements</b>					
Students are required to complete the Senior Geography Project as part of the Year 11 pattern of study. This project will require students to undertake fieldwork, gather data and present your findings in a report.					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
	<b>Weighting</b>			<b>Weighting</b>	
A three hour written examination			Knowledge and understanding of course content	40%	
Multiple choice	20%		Geographical tools and skills	20%	
Short answers	40%		Geographical inquiry and research, including fieldwork	20%	
Extended responses	40%		Communication of geographical ideas, information and issues in appropriate forms	20%	

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms S Evans (HT) / Mr M Sillar

<b>Course:</b>	Legal Studies	<b>Course No:</b>	15220	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course			<b>Exclusions:</b>		
<b>Course Description:</b>					
<p>The Year 11 course develops student understanding of law making processes and the function of law within legal and non- legal institutions. It also investigates the way in which the law impacts on individuals by exploring contemporary issues, laws, institutions and media reports. This is achieved by investigating, analysing and synthesizing legal information and investigating legal issues from a variety of perspectives.</p> <p>The Year 12 course investigates a broad range of contemporary issues that include; criminal law, criminal law processes and institutions and human rights. It also investigates the effectiveness of the law in achieving justice for its citizens through the study of two options: e.g. Family and the Law, Shelter and the Law.</p>					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
<ul style="list-style-type: none"> <li>The Legal System 40% of course time</li> <li>The Individual and the Law 30% of course time</li> <li>The Law in Practice 30% of course time</li> </ul>			<ul style="list-style-type: none"> <li>Crime 30% of course time</li> <li>Human Rights 20% of course time</li> <li>Options 50% of course time</li> </ul> <p>Two topics chosen from consumers, families, global environments, Indigenous people, shelter, workplace and world order.</p>		
<b>Particular Course Requirements</b>					
Nil					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
	<b>Weighting</b>			<b>Weighting</b>	
A three-hour written examination: <ul style="list-style-type: none"> <li>Core</li> <li>Crime</li> <li>Focus Studies</li> </ul>		20% 30% 50%	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Research</li> <li>Communication</li> </ul>		60% 20% 20%

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms S Evans (HT) / Ms R Campbell

<b>Course:</b>	Modern History	<b>Course No:</b>	15270	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course			<b>Exclusions:</b>		
<b>Course Description:</b>					
The study of Modern History in Stage 6 enables students to:					
<ul style="list-style-type: none"> <li>develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world</li> <li>develop a lifelong interest in the study of history</li> <li>prepare for active and informed citizenship in the contemporary world.</li> </ul>					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
<ul style="list-style-type: none"> <li>Historical concepts and skills</li> <li>Nature of modern history <ul style="list-style-type: none"> <li>History and memory</li> </ul> </li> <li>Case Studies <ul style="list-style-type: none"> <li>The decline and fall of the Romanovs</li> <li>Cuban Revolution</li> </ul> </li> <li>Historical investigation – students own choice</li> <li>Shaping of the modern world - WWI</li> </ul>			Historical concepts and skills <ul style="list-style-type: none"> <li>Core study – power and authority in the modern world</li> <li>National studies</li> <li>Peace and conflict</li> </ul>		
<b>Particular Course Requirements</b>					
Nil					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
	<b>Weighting</b>			<b>Weighting</b>	
A three-hour written examination in four parts: 25% each			Knowledge and understanding of course content	40%	
<ul style="list-style-type: none"> <li>Core study – power and authority in the modern world</li> <li>National studies</li> <li>Peace and conflict</li> <li>Change in the modern world</li> </ul>	25%		Historical skills in the analysis and evaluation of sources and interpretations	20%	
	25%		Historical inquiry and research	20%	
	25%		Communication of historical understanding in appropriate forms	20%	
	25%				

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms. S Evans (HT) / Mr L Bell/ Mr S Brown/ Mr R Fellas

<b>Course:</b>	Society & Culture	<b>Course No:</b>	15350	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course			<b>Exclusions:</b>		
<b>Course Description:</b>					
Society & Culture encourages students to look at the interaction of persons, societies, cultures, environments and time.					
Society & Culture draws on cross disciplinary concepts and social research methodologies from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology.					
Society & Culture has direct relevance to the immediate needs of the students and to their future lives by enabling students to develop an understanding of:					
<ul style="list-style-type: none"> <li>• Themselves</li> <li>• Their own society and culture</li> <li>• The societies and cultures of others</li> </ul>					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
<ul style="list-style-type: none"> <li>• The Social and Cultural World: 30%</li> <li>• Personal and Social Identity: 40%</li> <li>• Intercultural Communication: 30%</li> </ul>			Core: <ul style="list-style-type: none"> <li>• The Personal Interest Project 30%</li> <li>• Social and Cultural Continuity and Change: 30%</li> <li>• Depth Studies: 40%</li> </ul> Two to be chosen from: <ul style="list-style-type: none"> <li>• Popular Culture</li> <li>• Belief Systems and Ideologies</li> <li>• Inclusion and Exclusion</li> <li>• Social Conformity and Non-Conformity</li> </ul>		
<b>Particular Course Requirements</b>					
Students are required to complete and submit a Personal Interest Project that will be marked externally and contribute to 40% of the total grade.					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
	<b>Weighting</b>			<b>Weighting</b>	
A two-hour written examination	60%		Knowledge and understanding of course content	50%	
Personal Interest Project	40%		Application and evaluation of social and cultural research methods	30%	
			Communication of information, ideas and issues in appropriate forms	20%	

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms S Evans (HT) / Ms R Scarpinato/ Mr R Fellas



<b>Course:</b>	Marine Studies	<b>Course No:</b>		<b>Category:</b>	Content Endorsed
2 units for each of Year 11 and Year 12 Content Endorsed Course		<b>Exclusions:</b>			
<b>Course Description:</b>					
The Marine Studies course is to develop in each student a capacity to think critically about key issues relating to the marine environment, to utilise and protect the resources it offers, and to develop skills that allow students to participate safely in a wide range of practical experiences.					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
Core Units – 6 hours each 1. Marine Safety and First Aid 2. The Marine Environment 3. Life in the Sea 4. Humans in Water 5. Marine and Maritime Employment  Plus Optional modules [which could include] • Estuarine Studies • Coastal Studies • Coral Reef Ecology • Oceanography • Local Area Study			120 hours Optional Modules [from the list below]  • Resuscitation and First Aid • Dangerous Marine Creatures • Sea Birds of Our Coast • Commercial and Recreational Fishing • Aquaculture • Marine Resource Management • Marine Aquarium • Anatomy and Physiology of Marine Organisms • Seafood Handling and Processing • Marine Communication • Wind Powered Craft • Personal Interest Project		
<b>Particular Course Requirements</b>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
		<b>Weighting</b>			<b>Weighting</b>
There is no external assessment in the Marine Studies course.			Students will be assessed on the following • Examination • Research Task • Personal Interest Project		
<b>Assumed Knowledge</b>	Nil				
<b>Course Charges</b>	Nil				
<b>Contact Teacher</b>	Ms S Evans (HT) / Mr A Pulsford				

<b>Course:</b>	Health & Movement Science (formerly PDHPE)	<b>Course No:</b>	15320	<b>Category:</b>	Board Developed
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	Nil	
<b>Course Description:</b>					
<p>The Preliminary course examines a range of areas that underpin health and physical activity. This focus area enables students to investigate how body systems influence and respond to movement and understand the interrelationships between these systems for efficient movement. Students develop an understanding of the role energy systems and types of training and training methods play and how the body physiologically adapts to training.</p> <p>Students explore how government and non-government organisations can advocate and support the health of young people. They explore health promotion to improve health and are introduced to the United Nations Sustainable Development Goals (SDGs) as a framework that demonstrates the complexity and interconnectedness of strategies needed to improve the health of Australians.</p> <p>The Collaborative Investigation provides opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers.</p>					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
<b>Core Topics (60%)</b> <ul style="list-style-type: none"> <li>Health for Individuals and communities.</li> <li>The body and mind in motion</li> </ul> <p>Health and Movement Science, Indicative hours:</p> <p>Health for individuals and communities - 40  The body and mind in motion - 40  Collaborative Investigation - 20  Depth studies (a minimum of 2) - 20</p>			<b>Core Topics (60%)</b> <ul style="list-style-type: none"> <li>Health in an Australian and global context</li> <li>Training for improved performance.</li> </ul> <p>Health and Movement Science, Indicative hours:</p> <p>Health in an Australian and global context - 45  Training for improved performance - 45  Depth studies (a minimum of 2) - 30</p>		
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
		<b>Weighting</b>			<b>Weighting</b>
<b>Knowledge and understanding of course content:</b> Depth Study Task – Health Advocacy (15) Formal written examination (15) Collaborative Investigation (10)		40%	<b>Knowledge and understanding of course content</b>		40%
<b>Skills in collaboration, analysis, communication, creative thinking, problem solving and research:</b> Depth Study Task – Health Advocacy (15) Formal written examination (15) Collaborative Investigation (30)		60%	<b>Skills in critical thinking, research, analysis and communication.</b>		60%
<b>Assumed Knowledge</b>	Sound knowledge from Junior Health syllabus & Grades A, B or C (PD/H/PE Record of School Achievement)				
<b>Course Charges</b>	Nil except of cost of activities related to course e.g. First Aid Course (if applicable and voluntary) & excursions.				
<b>Contact Teacher</b>	Mr Peter Lister (HT)				

<b>Course:</b>	Community and Family Studies	<b>Course No:</b>	15060	<b>Category:</b>	Board Developed
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	Nil	

**Course Description:**

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

**Main Topics Covered - Preliminary Course**

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



**Main Topics Covered - HSC Course**

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

**Assessment: HSC Course only**

External Assessment		Internal Assessment	
	Weighting		Weighting
Section I Part A – multiple choice Part B – short answer	20% 55%	Knowledge & understanding of course content	40%
Section II Three questions, one on each of the HSC option modules: <ul style="list-style-type: none"> <li>• Family and Social Interactions</li> <li>• Social Impact of Technology</li> <li>• Individuals and Work</li> </ul> Candidates attempt one question only	25%	Skills in critical thinking, research methodology, analysing and communicating	60%

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Mr. Peter Lister (HT)

<b>Course:</b>	Sport, Lifestyle & Recreation	<b>Course No:</b>		<b>Category:</b>	Content Endorsed
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	Nil	
<b>Course Description:</b>					
<p>The course has a highly practical focus on physical activity being both an area of study and a medium for learning. There is a compulsory theory component that must be studied. All students will have significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. And specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.</p> <p>This subject is ideal for individuals who wish to gain employment in the fitness industry, become sports coaches, work within sport recreation camps, and students who may want to study paramedicine, sport exerciseology and health related courses.</p>					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
<ul style="list-style-type: none"> <li>• <b>Resistance Training</b> Content Areas: <ul style="list-style-type: none"> <li>• Muscles of the body</li> <li>• Training terms</li> <li>• Facts and fallacies</li> </ul> </li> <li>• <b>Games and Sports Applications I</b> Content Areas: <ul style="list-style-type: none"> <li>• Elements of Specific Games and Sports</li> <li>• Games and Sports Strategies and Skills</li> <li>• Aspects of Team Play</li> </ul> </li> <li>• <b>Games and Sports Applications II</b> Content Areas: <ul style="list-style-type: none"> <li>• Participant responsibilities</li> <li>• Performance measures</li> <li>• Psychological aspects</li> <li>• Skill acquisition</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• <b>Fitness</b> Content Areas: <ul style="list-style-type: none"> <li>• Nature of fitness</li> <li>• Fitness programming</li> <li>• Improving fitness</li> </ul> </li> <li>• <b>Individual Games and Sports Applications</b> Content Areas: <ul style="list-style-type: none"> <li>• Participant responsibilities</li> <li>• Performance measures</li> <li>• Psychological aspects</li> <li>• Skill acquisition</li> </ul> </li> <li>• <b>First Aid</b> Content Areas: <ul style="list-style-type: none"> <li>• Emergency Care</li> <li>• Managing Conditions</li> <li>• Managing Injuries</li> <li>• Principles of Sports Injury Management</li> <li>• Types of Sports Injuries</li> </ul> </li> </ul>		
<b>Particular Course Requirements</b>					
Students are required to actively participate in all practical lessons, complete theory work and assessment tasks. They should have an interest in sport and physical activity and work well in groups.					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
					<b>Weighting</b>
There is no external assessment for this course			<b>Research Task and Presentation</b> Design, present and analysis of a Fitness Training Program. Students conduct a fitness session with the class during class time.		20%
			Assessment of practical skills and application Research and demonstration Yearly Examination		40% 20% 20%

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Mr Peter Lister (HT)

<b>Course:</b>	Biology	<b>Course No:</b>	15030	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course.			<b>Exclusions:</b>		
<b>Course Description:</b>					
<p>The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.</p> <p>The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of Biology and its significance in finding solutions to health and sustainability issues in a changing world.</p>					
<b>Main Topics Covered - Year 11 Course</b>			<b>Main Topics Covered - Year 12 Course</b>		
<b>Module 1</b> Cells as the Basis of Life <b>Module 2</b> Organisation of Living Things <b>Module 3</b> Biological Diversity <b>Module 4</b> Ecosystem Dynamics			<b>Module 5</b> Heredity <b>Module 6</b> Genetic Change <b>Module 7</b> Infectious Disease <b>Module 8</b> Non-Infectious Disease and Disorders		
<b>Depth Study</b>					
<p>The Year 11 and Year 12 course will involve one or more depth studies to be undertaken individually or collaboratively to allow further development of one or more concepts found within or inspired by the syllabus. The depth studies will take a minimum of 15 hours to complete in total and will be conducted in <b>both</b> Year 11 and Year 12. A depth study may be one investigation/activity or a series of investigations/activities.</p>					
<b>Particular Course Requirements</b>					
<p>In addition to covering the knowledge and understanding, students must embark upon scientific investigations including both practical investigations and secondary-sourced investigations.</p> <p>Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• Fieldwork studies of local environments</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and organizing secondary data and/or information.</li> </ul> <p>One fieldwork exercise must be completed in Year 11.          Additional information can be found at the NESAsite by using the QR code to the right.</p>					
<b>Assessment:</b>					
<b>Year 11</b>		<b>Weighting</b>	<b>Year 12</b>		<b>Weighting</b>
Skills in working scientifically Knowledge and understanding of course content		60% 40%	Skills in working scientifically Knowledge and understanding of course content  An external HSC examination will be completed.		60% 40%

<b>Assumed Knowledge</b>	Substantial "C" level or higher in Record of School Achievement in Science, proficient reading ability.
<b>Course Charges</b>	Year 11/12 - \$40 paid once at the beginning of Year 11 for the cost of materials.
<b>Contact Teacher</b>	Ms. Bonar (HT) / Mrs. Sneddon / Mrs Gregoratos

<b>Course:</b>	Chemistry	<b>Course No:</b>		<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12. Board Developed Course.			<b>Exclusions:</b>	None	

### Course Description:

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and how their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

### Main Topics Covered - Year 11 Course

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

### Main Topics Covered - Year 12 Course

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

### Depth Study

The Year 11 and Year 12 course will involve one or more depth studies to be undertaken individually and/or collaboratively to allow further development of one or more concepts found within or inspired by the syllabus. The depth studies will take a minimum of 15 hours to complete in total and will be conducted in **both** Year 11 and Year 12. A depth study may be one investigation/activity or a series of investigations/activities.

### Particular Course Requirements

In addition to covering the knowledge and understanding, students must embark upon scientific investigations including both practical investigations and secondary-sourced investigations.

Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.



Additional information can be found at the NESA site by using the QR code to the right. Students would benefit from achieving an Outstanding or High Grade in Stage 5 Science.

### Assessment:

Year 11		Year 12	
	Weighting		Weighting
Skills in working scientifically Knowledge and understanding of course content	60% 40%	Skills in working scientifically Knowledge and understanding of course content  An external HSC examination will be completed.	60% 40%

<b>Assumed Knowledge</b>	Substantial "B" level or higher in Record of School Achievement in Science, proficient reading ability and proficient ability in mathematics.
<b>Course Charges</b>	Year 11/12 - \$60 paid once at the beginning of Year 11 for the cost of materials
<b>Contact Teacher</b>	Ms. Bonar (HT) / Mr Blackmore / Mr Gough

<b>Course:</b>	Investigating Science	<b>Course No:</b>		<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12. Board Developed Course.			<b>Exclusions:</b>	None	

### Course Description:

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

The Investigating Science Stage 6 Syllabus is designed to assist students engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. It promotes active inquiry and explores key concepts, models and phenomena. The course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

### Main Topics Covered - Year 11 Course

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

### Main Topics Covered - Year 12 Course

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

### Depth Study

The Year 11 and Year 12 course will involve one or more depth studies to be undertaken individually or collaboratively to allow further development of one or more concepts found within or inspired by the syllabus. The depth studies will take a minimum of 30 hours to complete in total and will be conducted in **both** Year 11 and Year 12. A depth study may be one investigation/activity or a series of investigations/activities.

### Particular Course Requirements

In addition to covering the knowledge and understanding, students must embark upon scientific investigations including both practical investigations and secondary-sourced investigations.

Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations can include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork studies of local environments

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

Additional information can be found at the NESA site by using the QR code to the right.



*NESA Science page*

### Assessment:

Year 11		Year 12	
	Weighting		Weighting
Skills in working scientifically	60%	Skills in working scientifically	60%
Knowledge and understanding of course content	40%	Knowledge and understanding of course content	40%
		An external HSC examination will be completed.	

<b>Assumed Knowledge</b>	Substantial "C" level or higher in Record of School Achievement in Science, proficient reading ability.
<b>Course Charges</b>	Year 11/12 \$40 paid once at the beginning of Year 11
<b>Contact Teacher</b>	Ms Bonar (HT) / Ms. Couper / Mrs. Gregoratos

<b>Course:</b>	Physics	<b>Course No:</b>	15330	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12. Board Developed Course.			<b>Exclusions:</b>	None	
<b>Course Description:</b>					
<p>The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and forces. Physics deals with the study of phenomena on both small and large scales – from nuclear particles and their interactions, to the size and age of the Universe. This allows students to understand the workings of the physical world and to appreciate the complexity of the Universe.</p> <p>The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p> <p>Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions and analyse the interconnectedness of physical entities. <b>Students will also be expected to use the Pythagoras rule, trigonometry and be confident in rearranging and substituting equations.</b></p>					
<b>Main Topics Covered - Year 11 Course</b>			<b>Main Topics Covered - Year 12 Course</b>		
<b>Module 1</b> Kinematics <b>Module 2</b> Dynamics <b>Module 3</b> Waves and Thermodynamics <b>Module 4</b> Electricity and Magnetism			<b>Module 5</b> Advanced Mechanics <b>Module 6</b> Electromagnetism <b>Module 7</b> The Nature of Light <b>Module 8</b> From the Universe to the Atom		
<b>Depth Study</b>					
<p>The Year 11 and Year 12 course will involve one or more depth studies to be undertaken individually or collaboratively to allow further development of one or more concepts found within or inspired by the syllabus. The depth studies will take a minimum of 15 hours to complete in total and will be conducted in <b>both</b> Year 11 and Year 12. A depth study may be one investigation/activity or a series of investigations/activities.</p>					
<b>Particular Course Requirements</b>					
<p>In addition to covering the knowledge and understanding, students must embark upon scientific investigations including both practical investigations and secondary-sourced investigations.</p> <p>Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• Fieldwork studies of local environments</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information.</li> </ul> <p>Additional information can be found at the NESAsite by using the QR code to the right.</p>					
 <i>NESA Science page</i>					
<b>Assessment:</b>					
<b>Year 11</b>		<b>Year 12</b>			
	<b>Weighting</b>			<b>Weighting</b>	
Skills in working scientifically	60%	Skills in working scientifically		60%	
Knowledge and understanding of course content	40%	Knowledge and understanding of course content		40%	
		An external HSC examination will be completed.			

<b>Assumed Knowledge</b>	Substantial "B" level or higher in Record of School Achievement in Science, proficient reading ability.
<b>Course Charges</b>	Year 11/12 - \$40 paid once at the beginning of Year 11
<b>Contact Teacher</b>	Ms. Bonar (HT) / Mr. Moore



<b>Course:</b>	Earth and Environmental Science	<b>Course No:</b>		<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12. Board Developed Course.			<b>Exclusions:</b>	None	

### Course Description:

The study of Earth and Environmental Science in Stage 6 enables students to explore the Earth's renewable and non-renewable resources and also environmental issues. Students develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students explore knowledge of the Earth and they also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

### Main Topics Covered - Year 11 Course

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

### Main Topics Covered - Year 12 Course

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

### Depth Study

The Year 11 and Year 12 course will involve one or more depth studies to be undertaken individually or collaboratively to allow further development of one or more concepts found within or inspired by the syllabus. The depth studies will take a minimum of 15 hours to complete in total and will be conducted in **both** Year 11 and Year 12. A depth study may be one investigation/activity or a series of investigations/activities.

### Particular Course Requirements

In addition to covering the knowledge and understanding, students must embark upon scientific investigations including both practical investigations and secondary-sourced investigations.

Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork studies of local environments - One fieldwork exercise must be included in Year 11 and one fieldwork exercise must be included in Year 12.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and organizing secondary data and/or information.

Additional information can be found at the NESA site by using the QR code to the right.

### Assessment:

Year 11	Weighting	Year 12	Weighting
Skills in working scientifically Knowledge and understanding of course content	60% 40%	Skills in working scientifically Knowledge and understanding of course content  An external HSC examination will be completed.	60% 40%

<b>Assumed Knowledge</b>	Substantial "C" level or higher in Record of School Achievement in Science, proficient reading ability.
<b>Course Charges</b>	Year 11/12 - \$40 paid once at the beginning of Year 11 for the cost of materials.
<b>Contact Teacher</b>	Ms. Bonar (HT) / Mr Salem

<b>Course:</b>	Engineering Studies	<b>Course No:</b>	15120	<b>Category:</b>	Board Developed
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	Nil	
<b>Course Description:</b>					
Both Preliminary and HSC courses offer student knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.					
<b>Main Topics Covered - Preliminary Course</b>			<b>Main Topics Covered - HSC Course</b>		
Students undertake the study of 4 compulsory modules: Preliminary Application Modules <ul style="list-style-type: none"> <li>- Engineering Fundamentals</li> <li>- Engineering Products</li> <li>- Braking Systems</li> </ul> Engineering Focus Module <ul style="list-style-type: none"> <li>- Biomedical Engineering</li> </ul>			Students undertake the study of 4 compulsory modules: <ul style="list-style-type: none"> <li>• two application modules relating to the fields of Civil structures and Personal and public transport.</li> <li>• two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.</li> </ul>		
<b>Particular Course Requirements</b>					
<b>Engineering Report</b>					
<b>Preliminary Course</b> - Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.					
<b>HSC Course</b> - Students are required to produce <b>one</b> engineering report from either of the two engineering. Application modules, and <b>one</b> from either of the two engineering focus modules. One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
	<b>Weighting</b>			<b>Weighting</b>	
There will be approximately equal weighting of each of the four modules across the examination as a whole. Questions may require students to integrate knowledge, understanding and skills developed through studying the entire course, rather than focusing on a particular module.			Knowledge and understanding of course content.	60%	
			Knowledge and skills in research, problem solving and communication related to engineering practice.	40%	
<b>Section 1</b>					
<ul style="list-style-type: none"> <li>• There will be objective response questions to the value of 20 marks.</li> </ul>	20%				
<b>Section 2</b>					
<ul style="list-style-type: none"> <li>• There will be approximately seven short answer questions.</li> <li>• Questions will contain parts.</li> <li>• There will be approximately 25 items in total.</li> <li>• At least two items will be worth from 6 to 8 marks.</li> </ul>	80%				

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	\$30 per year
<b>Contact Teacher</b>	R Murphy

<b>Course:</b>	Food Technology	<b>Course No:</b>	15180	<b>Category:</b>	Board Developed
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	Nil	
<b>Course Description:</b>					
Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing, and communicating food issues, food preparation, and the design, implementation, and evaluation of solutions to food situations.					
<b>Main Topics Covered – Preliminary Course</b>			<b>Main Topics Covered – HSC Course</b>		
<ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul>			<ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Nutrition (25%)</li> </ul>		
<b>Particular Course Requirements</b>					
There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course.					
To meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.					
It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
	<b>Weighting</b>			<b>Weighting</b>	
Section I Objective response questions	20%		<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content.</li> <li>• Skills in experimenting with and preparing food by applying theoretical concepts.</li> <li>• Knowledge and skills in designing, researching, analysing &amp; evaluating.</li> </ul>	40%	
Section II Short-answer question	50%			30%	
Section III One structured extended response	15%			30%	
Section IV One extended response	15%				

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Year 11 - \$95 / Year 12 - \$70
<b>Contact Teacher</b>	R Murphy

<b>Course:</b>	Industrial Technology – Timber Products & Furniture Industries	<b>Course No:</b>	15200	<b>Category:</b>	Board Developed
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2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:**

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

**Course Description:**

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

The Focus Areas include Automotive Industries; Building and Construction Industries; Electronics Industries; Graphics Industries; Metals and Engineering Industries; Multimedia Industries; Plastics Industries; Timber Products and Furniture Industries.

**Main Topics Covered - Preliminary 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
- Design and Management – designing, drawing, computer applications, project management.
- Workplace Communication – literacy, calculations, graphics
- Industry-specific Content and Production.

**Main Topics Covered - HSC Course**

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

- Industry Study
- Design and Management
- Workplace Communication
- Industry-specific Content and Production.

**Particular Course Requirements**

In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry.

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

**Assessment: HSC Course only**

External Assessment		Internal Assessment	
	Weighting		Weighting
A 1½ hour written examination. <b>Section I - 10 marks</b> Ten objective responses <b>Section II - 15 marks</b> Industry Related Manufacturing Technology Short answer questions <b>Section III - 15 marks</b> Industry Study One structured extended response question <b>Major Project</b> The major project will consist of an individual product of one or more related items and an accompanying management folio.	40%	Knowledge and understanding of course content.	40%
	60%	Knowledge and skills in the design, management, communication, and production of a major project	60%

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Year 11 - \$85 / Year 12 - \$60
<b>Contact Teacher</b>	R Murphy

<b>Course:</b>	English Life Skills	<b>Course No:</b>	16601	<b>Category:</b>	Board Developed
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	English - Advanced / Standard English - Studies / EAL/D	
<b>Course Description:</b>					
<p>The English Life Skills Stage 6 course focuses on the development of effective communication and literacy skills that enhance the participation of students in all aspects of post-school life.</p> <p>The course emphasises the ability to communicate effectively in a range of contexts as well as access and respond to texts in different modes and media. Students are provided with opportunities to comprehend and interpret a variety of texts in both familiar and unfamiliar contexts. Students are also provided with opportunities to develop an understanding of the ways in which language forms and features shape meaning in texts. Students are encouraged to appreciate how our own and others' experiences can be represented through texts.</p>					
<b>Main Topics Covered</b>					
<p>The structure of the English Life Skills Stage 6 course allows for a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process. The course provides flexibility to develop programs appropriate to the needs, strengths, goals, interests and prior learning of students. Possible modules include:</p> <ul style="list-style-type: none"> <li>• Achieving through English: English in education, work and community</li> <li>• We are Australians: English in citizenship, community and cultural identity</li> <li>• Telling us all about it: English and the media</li> <li>• On the Road: English and the experience of travel</li> <li>• Digital Worlds: English for the web</li> <li>• Playing the Game: English in sport</li> <li>• MiTunes and Text: English and the language of song</li> <li>• Local Heroes: English and community life</li> <li>• Part of a Family: English and family life</li> <li>• Discovery and Investigation: English and the sciences</li> <li>• In the Marketplace: English and the world of business</li> <li>• The Big Screen: English in filmmaking</li> <li>• Who do I think I am?: English and the self</li> <li>• Landscapes of the Mind: English and the creative arts</li> <li>• The Way we Were: English for exploring our past.</li> </ul>					
<b>Particular Course Requirements:</b>					
<p>Students are expected to address or achieve one or more of the English Life Skills Stage 6 outcomes. They need not address or complete all of the content to demonstrate achievement of an outcome.</p> <p>Modules studied across Stage 6 draw from a diverse range of texts can assist students to broaden and develop their own language skills. The selection of texts should give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• Reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li> <li>• 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 people</li> <li>• Texts with a wide range of cultural, social and gender perspectives, popular and youth cultures a range of types of text</li> <li>• Drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>					
Students are not required to sit an HSC examination.					
<b>Internal Assessment</b>					
<p>A student undertaking English Life Skills will study selected outcomes and content, as identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment provides opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community. Evidence of student achievement of Life Skills outcomes can be based on a range of assessment for learning opportunities. There is no requirement for formal assessment of Life Skills outcomes.</p>					
<b>Assumed Knowledge</b>	Satisfactory completion of Year 10				
<b>Course Charges</b>	Nil				
<b>Contact teacher</b>	Mrs Kristi Devetak				

This subject can only be chosen by support students or in consultation with the Learning and Support Team

<b>Course:</b>	Food Technology Life Skills	<b>Course No:</b>	16683	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b>		Food Technology Technology Life Skills	
<b>Course Description:</b>					
<p>The Food Technology Life Skills Stage 6 course provides opportunities for students to develop food products and solutions as well as enhance practical skills through the care and safe handling of equipment and food preparation. Study of the Food Technology Life Skills Stage 6 course should contribute to students' understanding of research, design, systems and environments, as well as their ability to manipulate and produce products.</p>					
<b>Main Topics Covered</b>					
<p>The structure of the Food Technology Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study selected outcomes and content within the course.</p> <p>Study of the Food Technology Life Skills course involves:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of a design process</li> <li>• knowledge and skills of a range of technologies for a variety of purposes in the production of a design project</li> <li>• properties and characteristics of food</li> <li>• the nature of food, nutrition and the relationship of food to health</li> <li>• selection and use of food, equipment and techniques to produce a variety of food items</li> <li>• appreciation of the role of food in society</li> </ul>					
<b>Particular Course Requirements:</b>					
<p>On entering students for the Food Technology Life Skills Stage 6 course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.</p> <p>Students are expected to address or achieve one or more of the Food Technology Life Skills Stage 6 outcomes. They need not address or complete all of the content to demonstrate achievement of an outcome.</p>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>					
Students are not required to sit an HSC examination.					
<b>Internal Assessment</b>					
<p>A student undertaking Food Technology Life Skills will study selected outcomes and content, as identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.</p> <p>Assessment provides opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community. Assessment takes account of the individual ways in which students demonstrate achievement in relation to outcomes. Evidence of student achievement of Life Skills outcomes can be based on a range of assessment for learning opportunities. There is no requirement for formal assessment of Life Skills outcomes. Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.</p>					
<b>Assumed Knowledge</b>	Nil				
<b>Course Charges</b>	\$95				
<b>Contact teacher</b>	Mrs Kristi Devetak				

This subject can only be chosen by support students or in consultation with the Learning and Support Team

<b>Course:</b>	Mathematics Life Skills	<b>Course No:</b>	16611	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b>		Mathematics Standard Mathematics Advanced Mathematics Extension	
<b>Course Description:</b>					
<p>The Mathematics Life Skills Stage 6 course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school contexts.</p> <p>Students are provided with opportunities to apply mathematical operations to practical situations and develop problem-solving in real-life situations. They develop their practical skills in measurement, calculating with money, statistics and using plans and maps. Students also have the opportunity to explore the concepts of earning and spending money and apply their understanding in a range of financial decision-making contexts.</p> <p>Study in the Mathematics Life Skills Stage 6 course enhances students' access to community living, further education, training and employment.</p>					
<b>Main Topics Covered</b>					
<p>The structure of the Mathematics Life Skills Stage 6 course allows teachers to provide a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process.</p> <p>The course is organised into the following topics and subtopics:</p> <ul style="list-style-type: none"> <li>• Number and Modelling (Algebra)</li> <li>• Measurement</li> <li>• Financial Mathematics</li> <li>• Statistics and Probability (Statistical analysis)</li> <li>• Plans, Maps and Networks (Networks)</li> </ul> <p>The Topics provide possible frameworks for addressing the Mathematics Life Skills Stage 6 outcomes and content, and are suggestions only. The course provides flexibility to develop programs appropriate to the needs, strengths, goals, interests and prior learning of students.</p>					
<b>Particular Course Requirements:</b>					
<p>On entering students for the Mathematics Life Skills Stage 6 course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.</p> <p>Students are expected to address or achieve one or more of the Mathematics Life Skills Stage 6 outcomes. They need not address or complete all of the content to demonstrate achievement of an outcome.</p>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>					
Students are not required to sit an HSC examination.					
<b>Internal Assessment</b>					
<p>A student undertaking Mathematics Life Skills will study selected outcomes and content, as identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.</p> <p>Assessment provides opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community.</p> <p>Evidence of student achievement of Life Skills outcomes can be based on a range of assessment for learning opportunities. There is no requirement for formal assessment of Life Skills outcomes.</p>					
<b>Assumed Knowledge</b>	Nil				
<b>Course Charges</b>	Nil				
<b>Contact teacher</b>	Mrs Kristi Devetak				

<b>Course:</b>	Modern History Life Skills	<b>Course No:</b>	16673	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b>		Modern History History Extension Human Society and its Environment Life Skills	
<b>Course Description:</b>					
<p>The Modern History Life Skills Stage 6 course provides opportunities for students to explore the forces that have shaped the modern world. Students explore key events, developments, movements, individuals and groups of the recent past to develop an understanding of how these have impacted our world. Students are also provided with opportunities to participate in historical investigations to develop their knowledge, understanding and skills of historical inquiry.</p> <p>Study in the Modern History Life Skills Stage 6 course contributes to students' skills in locating, selecting, organising, planning and presenting information within an historical context.</p>					
<b>Main Topics Covered</b>					
<p>The structure of the Modern History Life Skills Stage 6 course allows for a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process.</p> <p>The course is organised into topics and case studies:</p> <ul style="list-style-type: none"> <li>• Investigating Modern History</li> <li>• The Nature of Modern History</li> <li>• Case Studies</li> <li>• Historical Investigation</li> <li>• The Shaping of the Modern World 1919–1946</li> <li>• Power and Authority in the Modern World</li> <li>• National Studies</li> <li>• Peace and Conflict</li> <li>• Change in the Modern World.</li> </ul> <p>The topics and case studies provide possible frameworks for addressing the Modern History Life Skills Stage 6 outcomes and content, and are suggestions only. The course provides flexibility to develop programs appropriate to the needs, strengths, goals, interests and prior learning of students.</p>					
<b>Particular Course Requirements:</b>					
<p>On entering students for the Modern History Life Skills Stage 6 course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.</p> <p>Students are expected to address or achieve one or more of the Work and the Community Life Skills Stage 6 outcomes. They need not address or complete all of the content to demonstrate achievement of an outcome.</p>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>					
Students are not required to sit an HSC examination.					
<b>Internal Assessment</b>					
<p>A student undertaking Modern History Life Skills will study selected outcomes and content, as identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.</p> <p>Assessment provides opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community.</p> <p>Evidence of student achievement of Life Skills outcomes can be based on a range of assessment for learning opportunities. There is no requirement for formal assessment of Life Skills outcomes.</p>					
<b>Assumed Knowledge</b>	Nil				
<b>Course Charges</b>	Nil				
<b>Contact teacher</b>	Mrs Kristi Devetak				



This subject can only be chosen by support students or in consultation with the Learning and Support Team

<b>Course:</b>	Society and Culture Life Skills	<b>Course No:</b>	16692	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course			<b>Exclusions:</b>	Society and Culture Human Society and its Environment Life Skills	
<b>Course Description:</b>					
<p>The Society and Culture Life Skills Stage 6 course provides opportunities for students to develop an understanding of themselves, their own society and culture, as well as the societies and cultures of others. Students explore the interactions between persons, societies, cultures, environments and time.</p> <p>Study of the Society and Culture Life Skills Stage 6 course should contribute to students' skills of individual and/or collaborative research.</p>					
<b>Main Topics Covered – Preliminary Course</b>			<b>Main Topics Covered – HSC Course</b>		
<p>The structure of the Work and the Community Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content from one or more of the following modules:</p> <ul style="list-style-type: none"> <li>• The Social and Cultural World</li> <li>• Personal and Social Identity</li> <li>• Intercultural Communication</li> </ul>			<p>The structure of the Work and the Community Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content from one or more of the following modules:</p> <ul style="list-style-type: none"> <li>• Social and Cultural Continuity and Change</li> <li>• Popular Culture</li> <li>• Belief Systems and Ideologies</li> <li>• Inclusion and Exclusion</li> <li>• Social Conformity and Non-Conformity</li> </ul> <p>Students may undertake a Personal Interest Project.</p>		
<b>Particular Course Requirements:</b>					
<p>On entering students for the Society and Culture Life Skills Stage 6 course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.</p> <p>Students are expected to address or achieve one or more of the Society and Culture Life Skills Stage 6 outcomes. They need not address or complete all of the content to demonstrate achievement of an outcome.</p>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>					
Students are not required to sit an HSC examination.					
<b>Internal Assessment</b>					
<p>A student undertaking Society and Culture Life Skills will study selected outcomes and content, as identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.</p> <p>Assessment provides opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community.</p> <p>Evidence of student achievement of Life Skills outcomes can be based on a range of assessment for learning opportunities. There is no requirement for formal assessment of Life Skills outcomes.</p>					
<b>Assumed Knowledge</b>	Nil				
<b>Course Charges</b>	Nil				
<b>Contact teacher</b>	Mrs Kristi Devetak				

This subject can only be chosen by support students or in consultation with the Learning and Support Team

<b>Course:</b>	Visual Design Life Skills	<b>Course No:</b>	16658	<b>Category:</b>	Board Developed
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	Visual Arts Creative Arts Life Skills	
<b>Course Description:</b>					
<p>This course provides opportunities for students to investigate different ideas and interests that can be represented in 2D, 3D and 4D (time-based) artworks. Through these learning opportunities students can develop sensory, tactile, manipulative and technical skills and recognise the importance of representing meaning in their work. Each of the forms offers opportunities for self-expression and personal choice, communication, and sharing of cultural views.</p> <p>Through making and appreciating their own artworks and responding to the works of other artists, students may enjoy their learning and participate in the visual arts in post-school environments.</p>					
<b>Main Topics Covered</b>					
<p>The structure of the Visual Arts Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study selected outcomes and content within the course.</p> <p>Study of the Visual Arts Life Skills course involves:</p> <ul style="list-style-type: none"> <li>representing a point of view and interpretations of the world in artmaking</li> <li>critical and historical studies of the visual arts</li> </ul>					
<b>Particular Course Requirements:</b>					
<b>Preliminary Course</b>					
<p>Explore and create artworks in at least two expressive forms and use a process diary. A broad investigation of ideas in art making, art criticism and art history. Students are required to keep a Visual Arts Diary.</p>					
<b>HSC Course</b>					
<p>Development of a body of work and use of a process diary. Investigations in art making, art criticism and art history. Students are required to keep a Visual Arts Diary and provide some materials for the creation of the Body of Work.</p>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>					
Students are not required to sit an HSC examination.					
<b>Internal Assessment</b>					
<p>A student undertaking Visual Arts Life Skills will study selected outcomes and content, as identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.</p> <p>Assessment provides opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community.</p> <p>Evidence of student achievement of Life Skills outcomes can be based on a range of assessment for learning opportunities. There is no requirement for formal assessment of Life Skills outcomes.</p>					
<b>Assumed Knowledge</b>	Satisfactory completion of Year 10				
<b>Course Charges</b>	\$60				
<b>Contact teacher</b>	Mrs Kristi Devetak (HT Support), Mr Jason Foy (HT ALPACA), Ms Robin Jones				

This subject can only be chosen by support students or in consultation with the Learning and Support Team

<b>Course:</b>	Work and the Community Life Skills	<b>Course No:</b>	16671	<b>Category:</b>	Board Developed
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b>		Work Studies	
<b>Course Description:</b>					
<p>The Work and the Community Life Skills course is designed to prepare students to transition into adult life in a way that reflects the evolving nature of the role of work in our communities. The course develops students' literacy and numeracy, self-determination, independence, social participation and employability skills so that they have the confidence to recognise themselves as valuable contributors to society and to know what support is available for them. It is expected that all students enrolled in this course will gain practical experience in contributing to the community and the workforce.</p>					
<b>Main Topics Covered</b>					
<p>The structure of the Work and the Community Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content from one or more of the following six modules:</p> <ul style="list-style-type: none"> <li>• The future</li> <li>• Communicating at work and in the community</li> <li>• Rights and responsibilities</li> <li>• Problem-solving at work and in the community</li> <li>• Work experience and community-based learning</li> <li>• Ready for the future.</li> </ul> <p>Teachers design a program based on the selected syllabus outcomes and appropriate to the students' strengths, interests and aspirations.</p>					
<b>Particular Course Requirements:</b>					
<p>On entering students for the Work and the Community Life Skills Stage 6 course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.</p> <p>Students are expected to address or achieve one or more of the Work and the Community Life Skills Stage 6 outcomes. They need not address or complete all of the content to demonstrate achievement of an outcome.</p>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>					
Students are not required to sit an HSC examination.					
<b>Internal Assessment</b>					
<p>A student undertaking Work and the Community Life Skills will study selected outcomes and content, as identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.</p> <p>Assessment provides opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community.</p> <p>Evidence of achievement of module outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess achievement at particular points. There is no requirement for formal assessment of Life Skills outcomes.</p>					
<b>Assumed Knowledge</b>	Nil				
<b>Course Charges</b>	Nil				
<b>Contact teacher</b>	Mrs Kristi Devetak				

## 2025 Business Services Course Descriptor

### BSB30120 Certificate III in Business

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

#### Course: Business Services

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

#### HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business

<https://training.gov.au/training/details/bsb30120>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

#### Transferrable industry skills gained in this course

- working within the business services industry involves customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

#### Examples of occupations in the business services industry

- medical administration
- office administration
- information desk operator
- clerical worker
- receptionist
- records and information administration

#### VET requirements

##### Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

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

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

**Consumable costs: Preliminary – NIL**

**HSC - NIL**

**Students who complete the requirements for the Certificate III qualification will be eligible for an ATAR equivalent of 67, 72 if using their student number as a school leaver.**

##### Refunds

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

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

**Exclusions:** Students can only undertake the Business Services (120 indicative hours) course or the Business Services (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

## 2025 Construction Course Descriptor

### CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

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

**Course: Construction**

**Industry Curriculum Framework (ICF)**

**Australian Tertiary Admission Rank (ATAR) eligible course**

**HSC credit – 4 units**

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

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

**Transferrable industry skills gained in this course**

- |                            |                   |
|----------------------------|-------------------|
| • risk management          | • communication   |
| • time management          | • problem solving |
| • basic emergency response | • decision making |

**Examples of occupations in the construction industry**

- |             |                      |
|-------------|----------------------|
| • carpentry | • bricklaying        |
| • joinery   | • builder's labourer |

**VET requirements**

**Competency-Based Assessment**

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

**Appeals and Complaints**

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

**HSC requirements**

**Mandatory course requirements**

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

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

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

**Consumable costs: Preliminary - TBC**

**HSC - TBC**

**Refunds**

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

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

**Exclusions:** Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

## 2025 Entertainment Industry Course Descriptor

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

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

<b>Course: Entertainment Industry</b> <b>Industry Curriculum Framework (ICF)</b> <b>Australian Tertiary Admission Rank (ATAR) eligible course</b>	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
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By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

#### Transferrable industry skills gained in this course

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>customer (client) service skills</li> <li>technical production of lighting, sound and vision</li> <li>communication skills</li> </ul> | <ul style="list-style-type: none"> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul> |
|--|--|

#### Examples of occupations in the entertainment industry

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>assistant sound technician</li> <li>assistant lighting technician</li> </ul> | <ul style="list-style-type: none"> <li>follow spot operator</li> <li>front of house assistant</li> </ul> | <ul style="list-style-type: none"> <li>production crew</li> <li>stagehand</li> </ul> |
|---|--|--|

#### VET requirements

**Competency-Based Assessment**  
 In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

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

#### HSC requirements

**Mandatory course requirements**  
 You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

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

<b>Consumable costs: Preliminary – NIL                      HSC - NIL</b> <b>Students who complete the requirements for the Certificate III qualification will be eligible for an ATAR equivalent of 67, 72 if using their student number as a school leaver.</b>	<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
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A school-based traineeship is not available for this course.

**Exclusions:** Students can only undertake the Entertainment Industry (120 indicative hours) course or the Entertainment Industry (240 indicative hours) course.  
 General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

## 2025 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality

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

<b>Course: Hospitality (Food and Beverage)</b> <b>Industry Curriculum Framework (ICF)</b> <b>Australian Tertiary Admission Rank (ATAR) eligible course</b>	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
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By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

### Transferrable industry skills gained in this course

- |                           |                     |
|---------------------------|---------------------|
| • customer service skills | • adaptability      |
| • teamwork                | • critical thinking |
| • organisational skills   | • problem solving   |

### Examples of occupations in the hospitality industry

- |                                    |                           |                            |
|------------------------------------|---------------------------|----------------------------|
| • food and beverage attendant      | • restaurant host/hostess | • function attendant       |
| • espresso coffee machine operator | • receptionist            | • barista and café service |

### VET requirements

#### Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

#### Appeals and Complaints

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

### HSC requirements

#### Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

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

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

<b>Consumable costs: Preliminary - TBC</b>	<b>HSC - TBC</b>	<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
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A school-based traineeship is available in this course. For more information:

<https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality>

**Exclusions:** In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

## 2025 Manufacturing and Engineering Introduction Course Descriptor

### MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways

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

**Course: Manufacturing and Engineering - Intro**  
**Board Endorsed Course (240 hour)**  
**(2 units x 2 years or 4 units x 1 year)**

**HSC credit – 4 units**  
 There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways

<https://training.gov.au/Training/Details/MEM10119> & <https://training.gov.au/Training/Details/MEM20422> You will be expected to complete all requirements of the Registered Training Organisation. To gain the full qualification MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20413 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.

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

#### Transferrable industry skills gained in this course

- |                            |                   |
|----------------------------|-------------------|
| • risk management          | • communication   |
| • time management          | • problem solving |
| • basic emergency response | • decision making |

#### Examples of occupations in the manufacturing and engineering industry

- |                          |                      |                             |
|--------------------------|----------------------|-----------------------------|
| • fitter machinist       | • toolmaker          | • Air conditioning mechanic |
| • refrigeration mechanic | • maintenance fitter |                             |

#### VET requirements

##### Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

##### External Assessment)

There is no external assessment (optional HSC examination) for this course.

**Consumable costs: Preliminary - TBC HSC - TBC**  
**Students who complete the requirements for the Certificate III qualification will be eligible for an ATAR equivalent of 67, 72 if using their student number as a school leaver.**

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

A school-based traineeship is not available in this course.

**Exclusions:** General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



## 2025 Retail Services Course Descriptor

### SIR30216 Certificate III in Retail

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

**Course: Retail Services****Industry Curriculum Framework (ICF)****Australian Tertiary Admission Rank (ATAR) eligible course****HSC credit – 4 units**

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail <https://training.gov.au/Training/Details/SIR30216>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

**Transferrable industry skills gained in this course**

- maintain store operations
- using technology to organise information
- meeting organisational expectations
- customer service skills
- teamwork
- problem solving

**Examples of occupations in the retail services industry**

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- team leader
- senior sales assistant

**VET requirements****Competency-Based Assessment**

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

**Appeals and Complaints**

Can be lodged about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

**HSC requirements****Mandatory course requirements**

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

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

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

**Consumable costs: Preliminary – NIL****HSC - NIL**

**Students who complete the requirements for the Certificate III qualification will be eligible for an ATAR equivalent of 67, 72 if using their student number as a school leaver.**

**Refunds**

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

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

**Exclusions:** In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

**2025 Sport Coaching Course Descriptor**  
**SIS30521 Certificate III in Sport Coaching**

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

**Course: Sport Coaching**

**Board Endorsed Course (240 hour)**  
**(2 units x 2 years or 4 units x 1 year)**

**HSC credit – 4 units**

There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching <https://training.gov.au/training/details/sis30521>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

**Transferrable industry skills gained in this course**

- organisational skills
- teamwork
- using technology to collate data
- time management
- problem solving
- communication

**Examples of occupations in the sport coaching industry**

- sport coaching development officer
- sports club administrator
- sport journalism
- sports therapist
- strength and conditioning coach
- sport performance researcher

**VET requirements**

**Competency-Based Assessment**

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

**Appeals and Complaints**

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

**HSC requirements**

**Mandatory course requirements**

You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

**External Assessment**

There is no external assessment (optional HSC examination) for this course.

**Consumable costs: Preliminary – NIL**

**HSC - NIL**

**Students who complete the requirements for the Certificate III qualification will be eligible for an ATAR equivalent of 67, 72 if using their student number as a school leaver.**

**Refunds**

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

A school-based traineeship is available in this course. For more information:

**Exclusions:** Students wanting to complete more than one course in the Sport, Fitness and Recreation Training Package are advised to consult with NESA VET course exclusions.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>