



# *WHITEBRIDGE HIGH SCHOOL*



*Stage 6*

*Program of studies*

*2021 Preliminary Course*

*2022 HSC Course*



Education

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# INFORMATION ABOUT THE HSC

## GENERAL INFORMATION

This is your introduction to the HSC and the many options now available. More information is contained in the NESA publication available at the link below.

[https://studentonline.bostes.nsw.edu.au/go/seniorstudy/senior\\_study\\_in\\_NSW/](https://studentonline.bostes.nsw.edu.au/go/seniorstudy/senior_study_in_NSW/)

## HSC MINIMUM STANDARD

### What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2021.

The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan.

The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still:-

- Study HSC Courses
- Sit the HSC exams
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

**Practice tests** are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

**Disability provisions and exemptions:** Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

## **THE HSC IN 2021-2022**

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses are linked to further education and training.
- Extension courses will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses count towards the HSC and also lead to qualifications recognised across a range of industries.
- The HSC includes life skills courses for students with special education needs.
- The HSC fairly assesses each student's knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- For each course you will receive a report. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course.

## **WHAT TYPES OF COURSES CAN I SELECT?**

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

### **BOARD DEVELOPED COURSES (BDC)**

These courses are developed by the NESA. There is a syllabus for each course (and is available from the NESA web site [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/) ) 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 Australian Tertiary Admission Rank (ATAR)

## **BOARD ENDORSED COURSE (BEC)**

There is no external examination for any Board Endorsed Course, but **they count towards the Higher School Certificate** and appear on your Record of Achievement. Board Endorsed Courses **do not count** in the calculation of the ATAR.

## **VOCATIONAL EDUCATION AND TRAINING (VET) COURSES (EITHER BOARD DEVELOPED OR BOARD ENDORSED)**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses 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). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

Further information about VET courses appears in the section listing the HSC Courses available.

## **LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY.**

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a Special Program of Study for the Higher School Certificate.

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.

The Board 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).

## 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.

At Whitebridge High School each 2 unit course involves class time of EIGHT 63 minute periods per fortnight. 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 COURSE** This is the basic structure for all courses. It has a value of 100 marks.

**EXTENSION COURSE**

- Extension study is available in a number of subjects.
- Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics and History.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two 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.

**1 UNIT COURSE** 1 unit equals 4 periods per fortnight.

## REQUIREMENTS FOR THE AWARD OF THE HSC

To be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by the NESA for the award of the Higher School Certificate. This includes the completion of the **practical, oral or project works** required for specific courses and the **assessment requirements** for each course.
- you must have **sat for** and **made a serious attempt** at the Higher School Certificate examinations.
- you must study a **minimum of 12 units** in the Preliminary course and a **minimum of 10 units** in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English (NESA recognises that English Studies meets this requirement)
  - at least three courses of 2 units value or greater
  - at least four subjects.

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

**Each student must successfully achieve 12 Preliminary Units of study to be awarded the Preliminary Certificate.**

- The NESA website, NSW Students online (see link below), contains all the HSC rules and requirements you will need to know.  
[https://studentsonline.bostes.nsw.edu.au/go/seniorstudy/senior\\_study\\_in\\_NSW/](https://studentsonline.bostes.nsw.edu.au/go/seniorstudy/senior_study_in_NSW/)
- If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, [\*University Entry Requirements 2020 Year 10 Booklet\*](#), published by UAC and available from the Careers Adviser, will contain 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.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied **six units from Board Developed Courses**.
- TWO (2) units from a Category B subject can be counted in an ATAR



## **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

The majority of university courses require an ATAR (Australian Tertiary Admission Rank) for entrance.

To receive an ATAR a student must complete:

- At least 10 units of Board Developed courses
- At least 8 units of Category A courses

## **MEETING NESA REQUIREMENTS**

In order to meet NESA requirements you must:

- Have a satisfactory attendance rate.
- Attend classes regularly and work with diligence and sustained effort (this includes completing all classwork to a satisfactory standard).
- Meet all or most of NESA course requirements.
- If you do not meet the requirements in any subject a warning letter will be sent advising you that you are at risk of not achieving.
- If you meet the requirements set out in the letter you will be able to continue the course.
- If you do not meet the requirements of the letter and/or the course, you will get a second warning letter.
- After the second letter if you do not meet requirements you will be awarded a non-completion determination (N-award) for the course.
- Students who do not fulfil requirements in courses will be required to attend an interview with the NESA coordinator.
- If improvements do not occur following that meeting, they will then be required to meet with the principal and may be asked to leave the school.

## BOARD DEVELOPED COURSES AT WHITEBRIDGE HIGH SCHOOL

Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)	ATAR Cat
Ancient History		HSC History Extension	A
Biology			A
Business Studies			A
Chemistry			A
Community and Family Studies			A
Dance			A
Drama			A
Earth and Environmental Science			A
Engineering Studies			A
English Studies			B
English Standard English Advanced	Preliminary English Extension 1	HSC English Extension 1 HSC English Extension 2	A
Food Technology			A
Geography			A
Industrial Technology			A
Japanese Beginners Japanese Continuers		HSC Japanese Extension	A
Legal Studies			A
Mathematics Standard 1			B
Mathematics Standard Mathematics Advanced		HSC Mathematics Extension 1 HSC Mathematics Extension 2	A
Modern History		HSC History Extension	A
Music 1			A
Music 2	Preliminary Mathematics Extension 1		A
PD/Health/PE			A
Physics			A
Society and Culture			A
Software Design and Development			A
Textiles and Design			A
Visual Arts			A

Additional information about courses and the HSC is available on the NESA Website: <http://www.boardofstudies.nsw.edu.au>

## HSC BOARD DEVELOPED COURSES, VOCATIONAL EDUCATION AND TRAINING (VET) DELIVERED BY WHITEBRIDGE HIGH SCHOOL

### VET Curriculum Frameworks

- NESAs have developed curriculum frameworks for nine industries.
- Within each framework there are a number of courses.
- One designated 240-hour course in each framework will contribute towards the ATAR.
- You must undertake a mandatory work placement to complete these courses successfully.
- Special **application** procedures apply.

The courses below marked\* will include a written examination in the Higher School Certificate in addition to the other requirements of the course AND will qualify for Dual accreditation

### VET Curriculum Frameworks

Course	Extension	ATAR Cat
Construction (120 hours) Construction (240 hours) *	Construction Specialist Studies (60 hours) Construction Specialist Studies (120 hours)	B
Manufacturing and Engineering Introduction (120 hours) Manufacturing and Engineering Introduction (240 hours)*		Nil
Skills for Work and Vocational Pathways (180 hours) <sup>1</sup> Work Studies (60 hours)		Nil
Hospitality Food and Beverage (120 hours) Hospitality Food and Beverage (240 hours)*		B
Sports Coaching (240 hours)		Nil

## BOARD ENDORSED COURSES AT WHITEBRIDGE HIGH SCHOOL

Course	Preliminary /HSC	ATAR Cat
Numeracy (2 Units)	Preliminary & HSC	Nil
Photography, Video & Digital imaging (1 Unit)	Preliminary ONLY	Nil
Sport, Lifestyle & Recreational Studies (2 Units)	& HSC	Nil
Work Studies (1 Unit)	Preliminary	Nil

### Note

- A Nil ATAR category subject cannot be used to contribute to an ATAR.
- Only ONE Category B subject can be used to contribute to an ATAR.

## OTHER HSC VET COURSES DELIVERED BY TAFE

VET courses are also available in other industry areas.

These are:

- Accounting (Board Developed Course delivered by TAFE)
- Tourism (Board Developed Course delivered by TAFE)
- A wide range of Content Endorsed and Board Endorsed VET Courses are possible through TAFE. (*TAFE application procedures apply for these courses*). Some of the more popular courses include:
  - Animal Studies
  - Automotive
  - Beauty Services
  - Community Services
  - Child Studies
  - Electrotechnology
  - Hairdressing
  - Media Journalism
  - Music Industry

**Note:**

The list is not exhaustive - further information is available from the Careers Adviser

- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
  - Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.
  - To see all TAFE courses available refer to the School Webpage – [www.whitebridg-h.schools.nsw.edu.au](http://www.whitebridg-h.schools.nsw.edu.au) and follow the links.
- For additional information regarding TAFE courses see the Careers Advisor.

## VOCATIONAL EDUCATION TRAINING (VET)

### 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 NSW Education Standards Authority (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. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards a 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 NSW Education Standards Authority (NESA) 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 says 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 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.

**STUDY IN A VET ICF COURSE MAY GIVE A STUDENT ACCESS TO THE HSC  
AND AN AQF CREDENTIAL, WORKPLACE LEARNING AND AN ATAR.**

## **ASSESSMENT AND REPORTING**

- The HSC reports will provide you with 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 syllabus, along with assessment and examination information and a performance scale will be used to describe your level of achievement and give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements in each of the subjects studied.
- 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 (*This document lists the courses you have studied and reports the marks and bands you have achieved.*)
  - 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.)

## NEWCASTLE UNIVERSITY UAC ENTRY REQUIREMENTS:

(Please check with the link below or the Careers Adviser for the most up-to-date Information)

<http://www.newcastle.edu.au/study?study=undergraduate>



[www.newcastle.edu.au](http://www.newcastle.edu.au)

### Newcastle Campus (Callaghan)

#### *Enquiries*

Student Services Centre  
The University of Newcastle  
NSW 2308

Ph: (02) 4921 5000

Fax: (02) 4985 4200

Website: [www.newcastle.edu.au/askuon](http://www.newcastle.edu.au/askuon)

in person: Any Student Hub  
Student Services Centre or Shortland Building  
University Drive  
Callaghan NSW

A student Hub is also located at University House in the Newcastle City Precinct

### Central Coast Campus (Ourimbah)

#### *Enquiries*

Student Hub  
Central Coast Campus  
PO Box 127  
Ourimbah NSW 2258

Ph: (02) 4348 4000

Fax: (02) 4348 4035

Website: [www.newcastle.edu.au/askuon](http://www.newcastle.edu.au/askuon)

in person: Student Hub  
Chittaway Road  
Ourimbah NSW

### Port Macquarie Campus

#### *Enquiries*

The University of Newcastle  
PO Box 210  
Port Macquarie NSW 2444

Ph: (02) 4921 5000

Fax: (02) 6581 6263

Website: [www.newcastle.edu.au/askuon](http://www.newcastle.edu.au/askuon)

in person: Port Macquarie Student Hub  
A Block, Administration  
Widderson Street  
Port Macquarie NSW

### READ THIS FIRST

- Competence in the English language is a requirement for all University of Newcastle courses. All courses at the University of Newcastle have assumed knowledge of any two units of English.
- The University of Newcastle recognizes performance in relevant HSC subjects. For information about the University of Newcastle's HSC Bonus Point Scheme, visit [www.newcastle.edu.au](http://www.newcastle.edu.au)
- The University of Newcastle offers a number of bridging courses to assist students who may not have the recommended or assumed knowledge requirements. The bridging courses are offered before term commences and cover many areas, such as Mathematics, Chemistry, Physics and other specific academic skills.

Information about the bridging courses is available at the University of Newcastle's website at <https://www.newcastle.edu.au/future-students/uonprep-bridging-courses/whats-in-the-program>



MAIN AREA OF STUDY Major Studies <i>(Areas of study are generally offered as Bachelor degrees unless Dip, Adv Dip or Assoc Deg is shown in brackets)</i>	<b>P</b> = Prerequisites <b>SP</b> = Subject Prerequisites <b>A</b> = Assumed Knowledge <b>R</b> = Recommended Studies <b>N</b> = None
<b>ABORIGINAL STUDIES</b> Aboriginal Cultural Studies, Aboriginal Research Methods and Field Practice, Communication Studies	<b>N</b> None
<b>ARCHITECTURE</b>	<b>R</b> Any two units of English plus Industrial Technology and/or Mathematics and/or Physics and/or Visual Arts
<b>ARTS</b> Aboriginal Studies, Ancient History, Chinese, Classical Languages (Latin, Greek), Creative Arts, Drama, English, Film, Media and Cultural Studies, French, German, History, Human Geography and the Environment, International Affairs, Japanese, Linguistics, Philosophy, Politics and Policy, Psychology Studies*, Religious Studies, Sociology and Anthropology, Writing  <i>Note: Not all majors have courses available on both the Newcastle and Central Coast campuses. Contact the University of Newcastle for further information. * Psychology Studies major is not accredited by Australian Psychology Accreditation Council (APAC)</i>	<b>R</b> For Psychology Studies: Mathematics For all other majors: English (Advanced)
<b>BIOMEDICAL SCIENCE</b> Anatomy, Cell Biology, Human Bioscience, Human Genetics and Bioinformatics, Human Pharmacology, Immunology, Medical Biochemistry, Microbiology, Molecular Biology, Neuroscience, Nutrition, Pathophysiology, Research and Practical Laboratory Skills, Virology	<b>A</b> A strong background in the basic sciences including Chemistry, Physics, Biology and Mathematics
<b>BIOTECHNOLOGY</b> Biotechnology, Cell and Molecular Biology, Microbiology and Molecular Genetics	<b>A</b> Mathematics and Chemistry <b>R</b> Physics
<b>BUSINESS</b> Human Resource Management, Information Systems in Business, International Business, Logistics and Supply Chain Management, Management, Marketing, Tourism	<b>A</b> Mathematics
<b>COMMERCE</b> Accounting, Economics, Finance	<b>A</b> Mathematics
<b>COMMUNICATION</b> Journalism, Media Production, Media Studies, Public Relations	<b>N</b> None
<b>COMPUTER SCIENCE</b>	<b>A</b> Mathematics (Band 5 or above) <b>R</b> HSC Mathematics Extension 1 or higher, any two units of science
<b>CONSTRUCTION MANAGEMENT</b> Building Surveying, Construction Management, Quantity Surveying	<b>R</b> Any two units of English plus Mathematics
<b>DEVELOPMENT STUDIES</b> Cultures and Citizenship, Globalisation and Economic Development, Environment Sustainability, Urban and Regional Development	<b>N</b> None

ENGINEERING Chemical Civil Mechanical Mechatronics Mining (Transfer Program) Software Computer Electrical	<b>A</b> <b>R</b>	Mathematics (Band 5 or above) HSC Mathematics Extension 1 or higher and Environmental any two units of science
ENVIRONMENTAL SCIENCE AND MANAGEMENT Earth Systems, EcoSystems and Biodiversity, Marine Science, Sustainability	<b>R</b>	Mathematics, Chemistry and Biology
EXERCISE AND SPORT SCIENCE* * <i>Central Coast campus only</i>	<b>R</b>	At least two of Biology, Chemistry, Mathematics or Physics. Personal Development, Health and Physical Education
FINE ART 2D Art (Drawing, Painting, Printmaking), 3D Art (Ceramics, Fibres, Textiles, Sculpture), Art History/Theory, Photomedia (Photography and Digital Imaging), Video	<b>A</b>	Visual Arts
FOOD SCIENCE AND HUMAN NUTRITION* * <i>Central Coast campus only</i>	<b>R</b>	Biology or Chemistry or Mathematics
INDUSTRIAL DESIGN Industrial Design  <i>Note: The first three years of this program are completed at TAFE, followed by one year full-time at the University of Newcastle. Contact the University for further information.</i>	<b>P</b>	TAFE Advanced Diploma in Product Design and Development or Advanced Diploma of Product Design and Innovation or equivalent
INFORMATION TECHNOLOGY Business Information, Communication and Technology, Digital Media and Entertainment, Software Development and Application	<b>A</b>	Any two units of mathematics and any two units of English
LANGUAGES# Auslan, Chinese, French, German, Greek, Japanese, Latin # <i>Academic content of this program is under review</i>	<b>N</b>	None
LAW (COMBINED) The following combined law courses are offered: Aboriginal Professional Practice/Laws Arts/Laws Business/Laws Commerce/Laws Communication/Laws Science/Laws Social Science/Laws	<b>A/R</b> <b>A/R</b>	For Law: None For other areas of study: Refer to the relevant entry
MATHEMATICS Mathematics, Statistics	<b>A</b> <b>R</b>	Mathematics HSC Mathematics Extension 1
MEDICAL RADIATION SCIENCE Diagnostic Radiography, Nuclear Medicine, Radiation Therapy	<b>A</b>	Any two units of English plus Mathematics or Physics
<i>This program is offered jointly by the University of Newcastle and the University of New England</i>	<b>P</b> <b>R</b>	Direct University Joint Medical Program Application Form, Undergraduate Medicine and Health Sciences Admission Test (UMAT) and interview Any two units of English
MIDWIFERY	<b>A</b>	English (Band 4 or higher), General

		Mathematics, Biology and Chemistry
<b>MUSIC#</b> Composition, Creative Production, Musicology, Performance (Instrument, Voice), Second Instrument, Studio Teaching (Private)	<b>P</b> <b>A</b>	Audition and interview and tests and ATAR or equivalent AMEB (Grade 6 to 8 pass) or equivalent or demonstrated musical expertise or Music
<i>#Academic content of this program is under review</i>		
<b>NATURAL HISTORY ILLUSTRATION</b> Natural History Illustration	<b>R</b>	Any of: Biology, Design and Technology, Geography, Senior Science, Textiles and Design, Visual Arts
<b>NURSING</b> Nursing	<b>A</b>	Any two units of English plus Biology, Chemistry and Mathematics General 2 Current nationally accredited first aid certificate and appropriate ICT skills also assumed
<b>NUTRITION AND DIETETICS</b>	<b>R</b>	Chemistry
<b>OCCUPATIONAL THERAPY</b>	<b>R</b>	Biology and Chemistry
<b>ORAL HEALTH*</b> <i>*Central Coast campus only</i>	<b>R</b>	Biology and Chemistry
<b>PHYSIOTHERAPY</b>	<b>A</b>	English (Advanced) plus Chemistry and either Biology or Physics
<b>PODIATRY*</b> <i>*Central Coast campus only and Physics</i>	<b>A</b>	Chemistry and any two units of mathematics
<b>PSYCHOLOGY</b>	<b>A</b> <b>R</b>	Mathematics Biology
<b>SCIENCE</b> Biological Sciences, Chemistry, Earth Sciences, Geography and Environmental Studies, Marine Science, Mathematics, Photonics, Physics, Psychology, Statistics, Sustainable Resource Management  <i>Note: Not all majors have courses available on both the Newcastle and Central Coast campuses. Contact the University of Newcastle for further information.</i>	<b>A</b> <b>R</b>	Mathematics Biology and/or Chemistry and/or Physics depending on the major
<b>SOCIAL SCIENCE #</b> Aboriginal Studies, Community Welfare and Human Services, Economic Policy Analysis, Film, Media and Cultural Studies, Gender Studies, Historical Studies, Human Geography, Industrial Relations and Human Resource Management, Leisure and Tourism Studies, Linguistics, Philosophical and Religious Studies, Politics and Policy, Psychology*, Sociology and Anthropology  <i>Note: Not all majors have courses available on both the Newcastle and Central Coast campuses. Contact the University of Newcastle for further information.</i>  <i>#Academic content of this program is under review</i>  <i>*Psychology major is not accredited by Australian Psychology Accreditation Council (APAC)</i>	<b>R</b>	For Psychology: Mathematics For all other majors: English (Advanced)  Other related subjects, such as Geography, History, Family and Community, Society and Culture are recommended depending on the major
<b>SOCIAL WORK</b> Philosophy, Psychology, Social Science, Social Work	<b>R</b>	For Psychology: Mathematics
<b>SPEECH PATHOLOGY</b> Linguistics, Psychology, Speech Pathology	<b>R</b>	Biology and Chemistry, Mathematics and English (Advanced)
<b>SURVEYING</b>	<b>A</b> <b>R</b>	Mathematics (Band 5 or above) HSC Mathematics Extension 1 or higher and any two units of science
<b>TEACHING</b> Arts* Primary Teaching Specialisation: Aboriginal Studies, Business, Creative Arts, Cultural and Media Studies, Economics, English, History, Legal Studies, Linguistics,	<b>A</b>	For Primary Teaching: Any two units of English (Band 4) and any two units of mathematics (Band 4 required for Mathematics General 2)

Mathematics, Philosophy, Physical Education, Religion, Science, Sociology and Anthropology, Sustainable Communities, Special Education

Secondary Teaching Specialisations:

Aboriginal Studies, Ancient History, Business (with Legal Studies), Chinese, Drama, Economics, English, French, Geography, German, Japanese, Modern History, Society and Culture, Special Education, Studies of Religion

*\*At Port Macquarie campus, only the Primary Teaching Specialisation strand is available*

Early Childhood Studies  
Early Childhood Studies, Primary

*Check pages 7–8 for information about HSC English and mathematics requirements for teaching degrees.*

Fine Art

2D Art, 3D Art, Art Theory, Drama, Education/Teaching, History, Photomedia, Special Education, Studio Practice, Visual Arts

Health and Physical Education

Personal Development, Health and Physical Education Teaching, Special Education

Mathematics

Mathematics, Special Education, Statistics

Music

*Students seeking to teach music should complete a Bachelor of Music then a Master of Teaching.*

Science

Biology, Chemistry, Earth and Environmental Science, Physics

Technology

Design and Technology, Computing Technology, Design Software, Engineering Technology, Food Technology, Industrial Technology, Information Systems, Textiles Technology

*Check pages 7–8 for information about HSC English and mathematics requirements for teaching degrees*

**A** For Secondary Teaching: Any two units of English (Band 4)

**A** Any two units of English (Band 4) and any two units of mathematics (Band 4 required for Mathematics General 2)

**A** Any two units of English (Band 4)  
**R** Visual Arts

**A**  
**R**

**A** Any two units of English (Band 4)  
**R** Personal Development, Health and Physical Education plus either Biology or Chemistry or Physics

**A** Mathematics and any two units of English (Band 4)  
**R** HSC Mathematics Extension 1

**A** Audition required  
**R**

**A**

**A** Mathematics and any two units of English (Band 4)  
**R** Biology and/or Chemistry and/or Physics depending on major, Mathematics

**A** Any two units of English (Band 4)  
**R** Mathematics, Chemistry plus Visual Arts or Textiles and Design or Design and Technology or Industrial Technology or Food Technology or Engineering Science

**THEOLOGY#**

History, Philosophy, Theology and Religious Studies  
*#Academic content of this program is under review*

**N** None

**VISUAL COMMUNICATION**

Digital Design, Graphic and Illustration Design

**A** One or more of: Visual Arts and/or Design and Technology and/or Textiles and Design and/or Industrial Technology

#### COMBINED PROGRAMS

If you intend to undertake combined programs, check the prerequisites, assumed knowledge and recommended studies for both programs. Not all specialisations or majors within a program may be available within a combined program. Contact the University of Newcastle for further details. The University of Newcastle currently offers combined programs in:

- Arts/Science
- Business/Commerce
- Civil Engineering/Environmental Engineering
- Engineering/Business
- Engineering/Computer Science
- Engineering/Mathematics
- Engineering/Science
- Engineering/Surveying
- Information Technology/Business
- Mathematics/Computer Science
- Mathematics/Science
- Mechanical Engineering/Mechatronics Engineering
- Music/Arts

Combined programs in Law are also offered – refer to main subject entry for details.

*Note: All programs are subject to routine review. This may result in slight variation in subject offerings.*

## **BOARD DEVELOPED COURSES**

<b>ABORIGINAL STUDIES</b>  ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE NO:</b> Year 11 11000 Year 12 15000  <b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL	
<b>COURSE DESCRIPTION</b> The Preliminary course focuses on Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.  The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students undertake consultation with Aboriginal communities and 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.			
<b>CONTENT</b>			
<b>Preliminary Course – 3 Sections</b>		<b>HSC Course – 4 Sections</b>	
<ul style="list-style-type: none"> <li>● <b>Part I: Aboriginality and the Land</b></li> <li>● <b>Part II: Heritage and Identity</b></li> <li>● <b>Part III: International Indigenous Community: Comparative Study</b></li> <li>● <b>Part IV: Research and Inquiry Methods: Local Community Case Study</b></li> <li>●</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Part I – Social Justice and Human Rights Issues</b></li> <li>● <b>Part II – Case Study of an Aboriginal community for each topic</b></li> <li>● <b>Part III – Research and Inquiry Methods – Major Project : Choice of</b></li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b> 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. See the Aboriginal Studies Stage 6 syllabus for further information regarding course requirements.			
<b>ASSESSMENT: HSC course only</b>			
<b>External examination</b>		<b>Internal Assessment</b>	
Three hour written examination measuring student achievement in a range of syllabus outcomes		Knowledge and understanding of course content	40
		Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
		Research and inquiry methods, including aspects of the Local Community Case Study	20
		Communication of information, ideas and issues in appropriate forms	15
<b>Contact Person:</b> Susan Nunn, Head Teacher HSIE			

<p><b>ANCIENT HISTORY</b></p> <p>ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12</p>	<p><b>COURSE NO:</b> 11020 Year 11 15020 Year 12</p> <p><b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL</p>	
<p><b>COURSE DESCRIPTION</b></p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world. The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p> <p><b>CONTENT</b></p>		
<p><b>Preliminary Course – 3 Sections</b></p>	<p><b>HSC Course – 4 Sections</b></p>	
<p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>Investigating Ancient History including ‘The Nature of Ancient History’ and ‘Case Studies’. Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies.</li> <li>Features of Ancient Societies. Students study at least two ancient societies.</li> <li>Historical Investigation</li> </ul>	<p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> <li>Core Study: Cities of Vesuvius – Pompeii and Herculaneum</li> <li>One ‘Ancient Societies’ topic One ‘Personalities in their Times’ topic</li> <li>One ‘Historical Periods’ topic</li> </ul>	
<p>Historical concepts and skills are integrated with the studies undertaken in Year 11 &amp; YR 12</p>		
<p><b>PARTICULAR COURSE REQUIREMENTS</b></p> <p>Year 11 In the Year 11 course, students undertake at least two case studies. One case study must be from Egypt, Greece, Rome or Celtic Europe, and One case study must be from Australia, Asia, the Near East or the Americas.</p> <p>Year 12 The Year 12 course requires study from at least two of the following areas: Egypt, Near East, China, Greece, Rome.</p>		
<p><b>ASSESSMENT: HSC course only</b></p>		
<p><b>External examination</b></p>	<p><b>Internal Assessment</b></p>	<p><b>%</b></p>
<p>Three hour written examination measuring student achievement in a range of syllabus outcomes</p>	<p>Knowledge &amp; understanding of course content Stimulus-based skills, analysis, synthesis and evaluation of historical information from a variety of sources Historical inquiry &amp; research Communication of historical understanding in appropriate forms</p>	<p>40 20 20 20</p>
<p><b>Contact Person:</b> Susan Nunn, Head Teacher HSIE</p>		

<b>BIOLOGY</b>		<b>COURSE NO:</b> 11030 Year 11 15030 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases</p>		
<b>CONTENT</b>		
<b>Preliminary Course – 4 Modules</b>		<b>HSC Course – 4 Modules</b>
<b>Module 1</b> Cells as the Basis of Life		<b>Module 5</b> Heredity
<b>Module 2</b> Organisation of Living Things		<b>Module 6</b> Genetic Change
<b>Module 3</b> Biological Diversity		<b>Module 7</b> Infectious Disease
<b>Module 4</b> Ecosystem Dynamics		<b>Module 8</b> Non-Infectious Disease and Disorders
<b>PARTICULAR COURSE REQUIREMENTS</b>		
<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p>		
<b>ASSESSMENT: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Four Assessment Tasks Skills in working scientifically	60
	Knowledge and understanding of course content	40
<b>Contact Person:</b> Isabelle Crosbie, Head Teacher Science		

<b>BUSINESS STUDIES</b>  ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE NO:</b> 11040 Year 11 15040 Year 12  <b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL	
<b>COURSE DESCRIPTION</b>  Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.			
<b>CONTENT</b>			
<b>Preliminary Course – 4 Module</b>		<b>HSC Course – 4 Modules</b>	
<ul style="list-style-type: none"> <li>Nature of business (20%) – the role and nature of business</li> <li>Business management (40%) – the nature and responsibilities of management</li> <li>Business planning (40%) – establishing and planning a small to medium enterprise*.</li> </ul> <p><i>* In term three, students are required to work collaboratively with peers to prepare &amp; deliver a business structure to sell goods and/or services to staff &amp; students of Whitebridge High School.</i></p>		<ul style="list-style-type: none"> <li>Operations (25%) – strategies for effective operations management</li> <li>Marketing (25%) – development and implementation of successful marketing strategies</li> <li>Finance (25%) – financial information in the planning and management of business</li> <li>Human resources (25%) – human resource management and business performance</li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>			
<b>ASSESSMENT</b>			
<b>Assessment: HSC course only</b>			
<b>External examination</b>		<b>Internal Assessment</b>	
Three hour written examination measuring student achievement in a range of syllabus outcomes		Knowledge & understanding of course content	40
		Stimulus-based skills	20
		Inquiry & research	20
		Communication of business information, issues and ideas in appropriate form	20
<b>Contact Person:</b> Susan Nunn, Head Teacher HSIE			



<b>CHEMISTRY</b>		<b>COURSE NO:</b> 11050 Year 11 15050 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.</p>		
<b>CONTENT</b>		
<b>Preliminary Course – 4 Modules</b>		<b>HSC Course – 4 Modules</b>
<b>Module 1</b> Properties and Structure of Matter		<b>Module 5</b> Equilibrium and Acid Reactions
<b>Module 2</b> Introduction to Quantitative Chemistry		<b>Module 6</b> Acid/base Reactions
<b>Module 3</b> Reactive Chemistry		<b>Module 7</b> Organic Chemistry
<b>Module 4</b> Drivers of Reactions		<b>Module 8</b> Applying Chemical Ideas
<b>PARTICULAR COURSE REQUIREMENTS</b>		
<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>		
<b>ASSESSMENT</b>		
<b>Assessment: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Four Assessment Tasks Skills in working scientifically	60
	Knowledge and understanding of course content	40
<b>Contact Person:</b> Isabelle Crosbie, Head Teacher Science		

<b>COMMUNITY AND FAMILY STUDIES</b>  ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12.		<b>COURSE NO:</b> 11060 Year 11 15060 Year 12  <b>COURSE FEE:</b> \$15 <b>EXCLUSIONS:</b> NIL
<b>COURSE DESCRIPTION</b> Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.		
<b>CONTENT</b>		
<b>Preliminary Course</b>	<b>HSC Course</b>	
<ul style="list-style-type: none"> <li>Resource Management Basic concepts of the resource management process (approximately 20% of course time).</li> <li>Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul>	<ul style="list-style-type: none"> <li>Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <p>HSC Option Modules- Select <b>one</b> of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> <li>Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan.</li> <li>Social Impact of Technology The impact of evolving technologies on individuals and lifestyle.</li> <li>Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b> Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.		
<b>ASSESSMENT: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Core Research Methodology Groups in Context Parenting and Caring Options Families and Societal Interactions Social Impact of Technology Individuals and Work	75%  25%
<b>Contact Person:</b> Jess Lassam, Head Teacher TAS		

<b>DANCE</b>		<b>COURSE NO:</b> 11070 Yr 11 15070 Yr 12	
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for each of Preliminary and HSC		<b>COURSE FEE:</b> \$0	
<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> Preliminary Course. Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance. HSC Course. Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components - Performance, Composition, Appreciation or Dance and Technology.			
<b>PARTICULAR COURSE REQUIREMENTS</b> The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published <i>Course Prescriptions</i> , which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation. Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.			
<b>ASSESSMENT: HSC course only</b>			
<b>External examination</b>		<b>Internal Assessment</b>	<b>%</b>
<b>Core Performance</b> Solo dance and Informal Discussion		20	Core Performance 20
<b>Core Composition</b> Solo composition performed by another student plus 300 word rationale and informed discussion		20	Core Composition 20
<b>Core Appreciation</b> A written examination: one hour		20	Core Appreciation 20
<b>Major Study</b> <b>Major Study Performance</b> One solo dance and discussion <b>or</b> <b>Major study composition</b> One dance composition: new solo, group dance plus 300 word rationale and informed discussion <b>or</b> <b>Major Study Appreciation</b> Written examination: 1¼ hours <b>or</b> <b>Major Study – Dance &amp; Technology</b> Option 1: Choreographing the Virtual Body Presentation of a composition via 3D animation software and discussion & Process Diary <b>or</b> <b>Major Study – Dance and Technology</b> Option 2: Film and Video Presentation of a composition via film/video & Process Diary		40	Development of Major Study 40
<b>Contact Person:</b> Dominique Ferguson, Head Teacher CAPA			

## DRAMA

ATAR COURSE  
BOARD ENDORSED COURSE - CATEGORY A  
2 units for each of Preliminary and HSC

**COURSE NO:** 11090 Year 11  
15090 Year 12

**COURSE FEE:** \$0

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

### COURSE DESCRIPTION

Preliminary Course. Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

HSC Course. Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

### HSC Course – Main Topics include

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

### PARTICULAR COURSE REQUIREMENTS

The interrelation of the course components is a major feature in the study of drama as an artform and is emphasised throughout both courses.

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course.

Students selecting Drama are required to keep a process diary of the development of all practical components.

### ASSESSMENT: HSC course only:

External Assessment	%	Internal Assessment	%
Group Presentation (Core)	30	Australian Drama and Theatre	30
Individual Project	30	Studies in Drama and Theatre	30
A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre (Core) Studies in Drama and Theatre	40	Development of Group Performance	20
		Development of Individual Project	20

**Contact Person:** Dominique Ferguson, Head Teacher CAPA

<b>ECONOMICS</b>  ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE NO:</b> 11110 Year 11 15110 Year 12  <b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL	
<b>COURSE DESCRIPTION</b> Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.			
<b>CONTENT</b>			
<b>Preliminary Course – 4 Modules</b>		<b>HSC Course – 4 Modules</b>	
<b>Introduction to Economics</b> – the nature of economics and the operation of an economy <b>Consumers and Business</b> – the role of consumers and business in the economy <b>Markets</b> – the role of markets, demand, supply and competition <b>Labour Markets</b> – the workforce and role of labour in the economy <b>Financial Markets</b> – the financial market in Australia including the share market <b>Government in the Economy</b> – the role of government in the Australian economy		<b>The Global Economy</b> – Features of the global economy and globalisation <b>Australia's Place in the Global Economy</b> – Australia's trade and finance <b>Economic Issues</b> – issues including growth, unemployment, inflation, wealth and management. <b>Economic Policies and Management</b> – the range of policies to manage the economy.	
<b>PARTICULAR COURSE REQUIREMENTS</b>			
<b>ASSESSMENT</b>			
<b>Assessment: HSC course only</b>			
<b>External examination</b>		<b>Internal Assessment</b>	
Three hour written examination measuring student achievement in a range of syllabus outcomes.		Knowledge & understanding of course content Stimulus-based skills Inquiry & research Communication of economic information, issues and ideas in appropriate form	40%  20% 20%  20%
<b>Contact Person:</b> Susan Nunn, Head Teacher HSIE			

<b>EARTH &amp; ENVIRONMENTAL SCIENCE</b>		<b>COURSE NO:</b> 11100 Year 11 15100 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for each of Preliminary and HSC		<b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.</p> <p>The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.</p>		
<b>CONTENT</b>		
<b>Preliminary Course – 4 Modules</b>		<b>HSC Course – 4 Modules</b>
<b>Module 1</b> Earth's Resources <b>Module 2</b> Plate Tectonics <b>Module 3</b> Energy Transformations <b>Module 4</b> Human Impacts		<b>Module 5</b> Earth's Processes <b>Module 6</b> Hazards <b>Module 7</b> Climate Science <b>Module 8</b> Resource Management
<b>PARTICULAR COURSE REQUIREMENTS</b>		
<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.</p>		
<b>ASSESSMENT</b>		
<b>Assessment: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Four Assessment Tasks Skills in working scientifically	<b>60</b>
	Knowledge and understanding of course content	<b>40</b>
<b>Contact Person:</b> Isabelle Crosbie, Head Teacher Science		

<b>ENGINEERING STUDIES</b>  ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE NO:</b> 11120 Year 11 15120 Year 12  <b>COURSE FEE:</b> \$40 <b>EXCLUSIONS:</b> NIL	
<b>COURSE DESCRIPTION</b> Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.			
<b>CONTENT</b>			
<b>Preliminary Course – 4 Compulsory Modules</b>		<b>HSC Course – 4 Compulsory Modules</b>	
<ul style="list-style-type: none"> <li>three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems</li> <li>one focus module relating to the field of Biomedical engineering.</li> </ul>		<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</b>			
<b>Assessment: HSC course only</b>			
<b>External examination</b>		<b>Internal Assessment</b>	<b>%</b>
Three hour written examination measuring student achievement in a range of syllabus outcomes.		Total of the four modules Engineering reports	65% 35%
<b>Contact Person:</b> Jess Lassam, Head Teacher TAS			

<b>ENGLISH STUDIES</b> ATAR COURSE BOARD ENDORSED COURSE - CATEGORY B 2 units for Year 11 and Year 12		<b>COURSE NO:</b> 30105 Year 11 15125 Year 12 15126 Year 12 Exam  <b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL	
<b>COURSE DESCRIPTION</b> The English Studies course is designed to provide students with opportunities to become <b>competent, confident and engaged communicators</b> and to study and enjoy a <b>breadth and variety</b> of texts in English. English Studies focuses on <b>supporting students to refine their skills and knowledge</b> in English and consolidate their <b>English literacy skills</b> to enhance their <b>personal, educational, social and vocational lives</b> . The course is distinctive in its focus on the development of students' <b>language, literacy and literary skills</b> . It centres on <b>empowering</b> students to <b>comprehend, interpret and evaluate</b> the ideas, values, language forms, features and structures of texts from <b>a range of everyday, social, cultural, academic, community and workplace contexts</b> . It offers <b>comprehensive and contemporary</b> language experiences in the modes of reading, writing, speaking, listening, viewing and representing.			
<b>CONTENT</b>			
<b>Preliminary Course – 4 Modules</b>		<b>HSC Course – 4 Modules</b>	
<b>Mandatory module</b> – Achieving through English: English in education, work and community (30-40 hours) An <b>additional 2–4 modules</b> (20-30 hours each)		<b>Mandatory Common Module:</b> Texts and Human Experiences (30 hours) An <b>additional 2–4 modules</b> (20-45 hours each)	
<b>PARTICULAR COURSE REQUIREMENTS</b> Across Stage 6 the selection of texts will 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 <b>intercultural experiences and peoples and cultures of Asia</b></li> <li>● Australian texts including texts by <b>Aboriginal and/or Torres Strait Islander authors</b> and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>● texts with a <b>wide range of cultural, social and gender perspectives, popular and youth cultures</b></li> <li>● a <b>range of types</b> of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> </ul>			
<b>ASSESSMENT</b>			
<b>Assessment: HSC course only</b>			
<b>External examination</b>		<b>Internal Assessment</b>	<b>%</b>
2 ½ hour written examination measuring student achievement in a range of syllabus outcomes.  English Studies external examination is <b>OPTIONAL</b> , and if completed, <b>will</b> contribute to the awarding of an ATAR.		Knowledge and understanding of course content  Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50%  50%
<b>Contact Person:</b> Lisa Murrell, Head Teacher English			



<b>ENGLISH STANDARD</b>		<b>COURSE NO:</b> 11130 Year 11 15130 Year 12.	
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> English Advanced; English Studies; English EAL/D; English Extension	
<b>COURSE DESCRIPTION</b>			
<p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>			
<b>CONTENT</b>			
<b>Preliminary Course</b>		<b>HSC Course</b>	
<b>Common Module:</b> Reading to Write <b>Module A:</b> Contemporary Possibilities <b>Module B:</b> Close Study of Literature		<b>Common Module:</b> Texts and Human Experiences <b>Module A:</b> Language, Identity and Culture <b>Module B:</b> Close Study of Literature <b>Module C:</b> The Craft of Writing – studied concurrently with the Common Module and Modules A and B	
<b>PARTICULAR COURSE REQUIREMENTS</b>			
Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"> <li>● a <b>range of types of texts</b> inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>● texts which are widely regarded as <b>quality literature</b>, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>● a range of <b>Australian texts</b>, including texts by <b>Aboriginal and/or Torres Strait Islander authors</b> and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>● texts with a <b>wide range of cultural, social and gender perspectives</b></li> <li>● <b>integrated modes</b> of reading, writing, listening, speaking, viewing and representing as appropriate</li> </ul>			
<b>Assessment: HSC course only</b>			
<b>External examination</b>		<b>Internal Assessment</b>	<b>%</b>
The external HSC examination measures student achievement in a range of syllabus outcomes The examination will consist of two written examination papers :- Paper 1: 1 hour 30 minutes written examination Paper 2: 2 hour written examination		Knowledge and understanding of course content  Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50  50
<b>Contact Person:</b> Lisa Murrell, Head Teacher English			

<b>ENGLISH ADVANCED</b>		<b>COURSE NO:</b> 11140 Year 11 15140 Year 12.
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> English Standard; English Studies; English EAL/D
<b>COURSE DESCRIPTION</b> In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values. In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction. In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.		
<b>CONTENT</b>		
<b>Preliminary Course – 4 Modules</b>	<b>HSC Course – 4 Modules</b>	
<b>Common Module:</b> Reading to Write <b>Module A:</b> Narratives that Shape our World <b>Module B:</b> Critical Study of Literature	<b>Common Module:</b> Texts and Human Experiences <b>Module A:</b> Textual Conversations <b>Module B:</b> Critical Study of Literature <b>Module C:</b> The Craft of Writing– studied concurrently with the Common Module and Modules A and B	
<b>PARTICULAR COURSE REQUIREMENTS</b> Across Stage 6 the selection of texts will give students experience of: <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 <b>quality literature</b>, including a range of literary texts written about <b>intercultural experiences and the peoples and cultures of Asia</b></li> <li>● a range of Australian texts, including texts by <b>Aboriginal and/or Torres Strait Islander</b> authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>● texts with a <b>wide range of cultural, social and gender perspectives</b></li> <li>● <b>integrated modes</b> of reading, writing, listening, speaking, viewing and representing as appropriate</li> </ul>		
<b>ASSESSMENT: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
The external HSC examination measures student achievement in a range of syllabus outcomes The examination will consist of two written examination papers :- Paper 1: 1 hour 30 minutes written examination Paper 2: 2 hour written examination	Knowledge and understanding of course content  Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%  50%
<b>Contact Person:</b> Lisa Murrell, Head Teacher English		

<p><b>ENGLISH EXTENSION</b></p> <p>ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A Extension 1- 1 unit of study for each of Year 11 and Year 12. Extension 2 – 1 unit of study in Year 12</p>	<p><b>COURSE NO:</b> 11150 Year 11 English Extension 15160 Year 12 English Extension 1 15170 Year 12 English Extension 2</p> <p><b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> English Standard; English Studies</p>
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**PREQUESITES:**

- (a) English Advanced
- (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12
- (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

**COURSE DESCRIPTION**

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

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

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

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

**CONTENT**

<b>YR 11</b>	<b>YR 12</b>
<p>The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.</p>	<p>English Extension 1 course – The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> <p>The electives are Literary homelands, Worlds of upheaval, Reimagined worlds, Literary mindscapes, Intersecting worlds</p> <p><i>English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</i></p>

**PARTICULAR COURSE REQUIREMENTS**

- Across Stage 6 the selection of texts should give students experience of the following as appropriate:
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
  - a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
  - a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

## Year 11

Students are required to:

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

## Year 12

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

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

In the **English Extension 2** course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in ONE of the following forms:
  - short fiction
  - creative non-fiction
  - poetry
  - critical response
  - script – short film, television, drama
  - podcasts – drama, storytelling, speeches, performance poetry,
  - multimedia.

### **ASSESSMENT:** HSC course only

<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Extension 1: TWO hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge and understanding of complex texts and of how and why they are valued	50%
Extension 2: The final examination will consist of a submitted major work and a reflective statement	Skills in complex analysis, sustained composition and independent investigation	50%

**Contact Person:** Lisa Murrell, Head Teacher English

<b>FOOD TECHNOLOGY</b>		<b>COURSE NO:</b> 11030 Year 11 15030 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> Year 11 \$90 <b>EXCLUSIONS:</b> Year 12 \$70
<b>COURSE DESCRIPTION</b> The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas. The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.		
<b>CONTENT</b>		
<b>Preliminary Course – Main Topics Covered</b>		<b>HSC Course – Main Topics Covered</b>
Food Availability and Selection (30%) Food Quality (40%) Nutrition (30%)		The Australian Food Industry (25%) Food Manufacture (25%) Food Product Development (25%) Contemporary Nutrition Issues (25%)
<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. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.		
<b>ASSESSMENT: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)	20%
	Research, analysis and communication	30%
	Experimentation and preparation	30%
	Design, implementation and evaluation	20%
<b>Contact Person:</b> Jess Lassam, Head Teacher TAS		

<b>GEOGRAPHY</b>		<b>COURSE NO:</b> 11190 Year 11 15190 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL
<b>COURSE DESCRIPTION</b>		
<p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>		
<b>CONTENT</b>		
<b>Preliminary Course – 4 Modules</b>	<b>HSC Course – 4 Modules</b>	
Biophysical Interactions – how biophysical processes contribute to sustainable management.  Global Challenges – geographical study of issues at a global scale.  Senior Geography Project – a geographical study of student's own choosing.	Ecosystems at Risk – the functioning of ecosystems, their management and protection. Urban Places – study of cities and urban dynamics. People and Economic Activity – geographic study of economic activity in a local and global context. Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.	
<b>PARTICULAR COURSE REQUIREMENTS</b>		
Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.		
<b>ASSESSMENT</b>		
<b>Assessment: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge & understanding of course content Geographical tools & skills Geographical inquiry & research, including fieldwork Communication of geographical information, issues and ideas in appropriate form	40% 20% 20% 20%
<b>Contact Person:</b> Susan Nunn, Head Teacher HSIE		

<b>INDUSTRIAL TECHNOLOGY (WOOD)</b>		<b>COURSE NO:</b> 11200 Year 11 15200 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> \$70 <b>EXCLUSIONS:</b> NIL
<b>COURSE DESCRIPTION</b> Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; <b>Timber Products and Furniture Technologies</b> . <i>At Whitebridge High we offer Timber and Furniture Industries (Wood based).</i>		
<b>CONTENT</b>		
<b>Preliminary Course</b>	<b>HSC Course</b>	
The following sections are taught in relation to the relevant focus area: <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Design (10%)</li> <li>• Management and Communication (20%)</li> <li>• Production (40%)</li> <li>• Industry Related Manufacturing (15%)</li> </ul>	The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry: <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Major Project (60%)             <ul style="list-style-type: none"> <li>○ Design, Management and Communication</li> <li>○ Production</li> </ul> </li> <li>• Industry Related Manufacturing Technology (25%)</li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b> In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.		
<b>ASSESSMENT</b>		
<b>Assessment: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Study of Industrial Practices Designing, planning and management Workplace communication <b>Industry Applications</b>	<b>15%</b> 30% 30% 25%
<b>Contact Person:</b> Jess Lassam, Head Teacher TAS		

<b>INVESTIGATING SCIENCE</b>		<b>COURSE NO:</b> 11215 Year 11 15215 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p>		
<b>CONTENT</b>		
<b>Preliminary Course – 4 Modules</b>		<b>HSC Course – 4 Modules</b>
<b>Module 1</b> Cause and Effect – Observing <b>Module 2</b> Cause and Effect – Inferences and Generalisations <b>Module 3</b> Scientific Models <b>Module 4</b> Theories and Laws		<b>Module 5</b> Scientific Investigations <b>Module 6</b> Technologies <b>Module 7</b> Fact or Fallacy? <b>Module 8</b> Science and Society
<b>PARTICULAR COURSE REQUIREMENTS</b>		
<p>Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>		
<b>ASSESSMENT: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Four Assessment Tasks Skills in working scientifically	60
	Knowledge and understanding of course content	40
<b>Contact Person:</b> Isabelle Crosbie, Head Teacher Science		



## JAPANESE CONTINUERS

ATAR COURSE  
BOARD ENDORSED COURSE - CATEGORY A  
2 units for Year 11 and Year 12

**COURSE NO:** 11750 Year 11  
15830 Year 12

**COURSE FEE:** \$28

**PREQUESITES:** School Certificate Japanese or equivalent knowledge is assumed.

**EXCLUSIONS:** Japanese Beginners; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or HT Secondary Studies

### COURSE DESCRIPTION

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

### CONTENT

#### Prescribed Themes

The Individual

The Japanese-speaking communities

The changing world

#### Mandatory Topics

Personal World

Daily Life

Leisure

Future Plans

Travelling in Japan

Living in Japan

Cultural life

The world of work

Current issues

### PARTICULAR COURSE REQUIREMENTS

#### Assessment: HSC course only

External examination		Internal Assessment	%
A 10 minute oral examination:	20%	Speaking	20%
• Conversation		Listening and responding	25%
A three hour written examination:		Reading and responding	40%
• Listening and responding	25%	Writing in Japanese	15%
• Reading and responding	40%		
• Writing in Japanese	15%		

**Contact Person:** Susan Nunn, Head Teacher HSIE

<p><b>JAPANESE BEGINNERS</b></p> <p>ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12</p>	<p><b>COURSE NO:</b> 11740 Year 11 15820 Year 12</p> <p><b>COURSE FEE:</b> \$35 <b>EXCLUSIONS:</b> Japanese Continuers; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.</p>		
<p><b>COURSE DESCRIPTION</b></p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p> <p><b>CONTENT</b></p> <p>Main Topics covered</p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</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>			
<p><b>PARTICULAR COURSE REQUIREMENTS</b></p>			
<p><b>ASSESSMENT</b></p> <p><b>Assessment: HSC course only</b></p>			
<p><b>External examination</b></p>		<p><b>Internal Assessment</b></p>	<p><b>%</b></p>
<p>An oral examination (5 minutes):</p> <ul style="list-style-type: none"> <li>• Conversation</li> </ul> <p>A written examination (2.5 hours):</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing in Japanese</li> </ul>	<p>20%</p> <p>30%</p> <p>30%</p> <p>20%</p>	<p>Speaking</p> <p>Listening</p> <p>Reading</p> <p>Writing in Japanese</p>	<p>20%</p> <p>30%</p> <p>30%</p> <p>20%</p>
<p><b>Contact Person:</b> Susan Nunn, Head Teacher HSIE</p>			

<b>LEGAL STUDIES</b>		<b>COURSE NO:</b> 11220 Year 11 15220 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL
<b>COURSE DESCRIPTION</b>		
<b>CONTENT</b>		
<p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform</p>		
<b>Preliminary Course</b>	<b>HSC Course</b>	
<ul style="list-style-type: none"> <li>• Part I – The Legal System (40% of course time)</li> <li>• Part II – The Individual and the Law (30% of course time)</li> <li>• Part III – The Law in Practice (30% of course time)</li> </ul> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>	<ul style="list-style-type: none"> <li>• Core Part I: Crime (30% of course time)</li> <li>• Core Part II: Human Rights (20% of course time)</li> <li>• Part III: Two options (50% of course time)</li> </ul> <p>Two options are chosen from:</p> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environment and protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order.</li> </ul> <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
<b>PARTICULAR COURSE REQUIREMENTS</b>		
No special requirements		
<b>Assessment: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge & understanding of course content Inquiry & research Communication of Legal Studies information, issues and ideas in appropriate form	60% 20% 20%
<b>Contact Person:</b> Susan Nunn, Head Teacher HSIE		

<b>MATHEMATICS STANDARD</b>  ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE NO:</b> 11236 Year 11 Mathematics Standard 15231 Year 12 Mathematics Standard 1 15236 Year 12 Mathematics Standard 2  <b>COURSE FEE:</b> \$10 <b>EXCLUSIONS:</b> Any other Stage 6 Mathematics
<b>COURSE DESCRIPTION</b> <ul style="list-style-type: none"> <li>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).</li> <li>All students studying the Mathematics Standard 2 course will sit for an HSC examination.</li> <li>All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</li> </ul> <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> <li>enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies</li> <li>provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.</li> </ul>		
<b>CONTENT</b>		
<b>Preliminary Course – 4 Topics Mathematics Standard 1 and 2</b> <ul style="list-style-type: none"> <li>Topic: Algebra           <ul style="list-style-type: none"> <li>Formulae and Equations</li> <li>Linear Relationships</li> </ul> </li> <li>Topic: Measurement           <ul style="list-style-type: none"> <li>Applications of Measurement</li> <li>Working with Time</li> </ul> </li> <li>Topic: Financial Mathematics           <ul style="list-style-type: none"> <li>Money Matters</li> </ul> </li> <li>Topic: Statistical Analysis           <ul style="list-style-type: none"> <li>Data Analysis</li> <li>Relative Frequency and Probability</li> </ul> </li> </ul>	<b>HSC Course – 5 Topics Mathematics Standard 2</b> <ul style="list-style-type: none"> <li>Topic: Algebra           <ul style="list-style-type: none"> <li>Types of Relationships</li> </ul> </li> <li>Topic: Measurement           <ul style="list-style-type: none"> <li>Non-right-angled Trigonometry</li> <li>Rates and Ratios</li> </ul> </li> <li>Topic: Financial Mathematics           <ul style="list-style-type: none"> <li>Investments and Loans</li> <li>Annuities</li> </ul> </li> <li>Topic: Statistical Analysis           <ul style="list-style-type: none"> <li>Bivariate Data Analysis</li> <li>The Normal Distribution</li> </ul> </li> <li>Topic: Networks           <ul style="list-style-type: none"> <li>Network Concepts</li> <li>Critical Path Analysis</li> </ul> </li> </ul>	
<b>ASSESSMENT: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Mathematics Standard 2: a 2 hour 30 minute written exam will complete an external HSC examination.	There is a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation style assessment.	
Mathematics Standard 1: a 2 hour written examination Optional for those students who wish this course to contribute towards the calculation of an ATAR.	Understanding, fluency and communication Problem-solving, reasoning and justification	50 50
<b>Contact Person:</b> Cameron Wells, Head Teacher Mathematics		

# MATHEMATICS ADVANCED

ATAR COURSE

BOARD ENDORSED COURSE - CATEGORY A  
2 units for Year 11 and Year 12

**COURSE NO:** Year 11 11255  
Year 12 15255

**COURSE FEE:** \$10

**EXCLUSIONS:** Mathematics General

**PREREQUISITES:**

The Mathematics Advanced course has been developed on the assumption that students have achieved the outcomes of all substrands of Stage 5.1 and Stage 5.2, plus a number of substrands of Stage 5.3.

## COURSE DESCRIPTION

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

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

## CONTENT

### Preliminary Course

- Topic: Functions
  - Working with Functions
- Topic: Trigonometric Functions
  - Trigonometry and Measure of Angles
  - Trigonometric Functions and Identities
- Topic: Calculus
  - Introduction to Differentiation
- Topic: Exponential and Logarithmic Functions
  - Logarithms and Exponentials
- Topic: Statistical Analysis
  - Probability and Discrete Probability Distributions

### HSC Course

- Topic: Functions
  - Graphing Techniques
- Topic: Trigonometric Functions
  - Trigonometric Functions and Graphs
- Topic: Calculus
  - Differential Calculus
  - The Second Derivative
  - Integral Calculus
- Topic: Financial Mathematics
  - Modelling Financial Situations
- Topic: Statistical Analysis
  - Descriptive Statistics and Bivariate Data Analysis
  - Random Variables

## ASSESSMENT: HSC course only

External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	There is a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation style assessment. Understanding, fluency and communication Problem-solving, reasoning and justification	50 50

**Contact Person:** Cameron Wells, Head Teacher Mathematics

<p><b>MATHEMATICS EXTENSION 1</b></p> <p>ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 1 units for Year 11 (Preliminary) and Year 12 (HSC)</p>	<p><b>COURSE NO:</b> 11250 Year 11 15250 Year 12</p> <p><b>COURSE FEE:</b> \$0</p> <p><b>EXCLUSIONS:</b> Mathematics Standard 1 or 2</p> <p><b>PREREQUISITES:</b> For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) <i>Curve Sketching and Polynomials, Functions and Logarithms</i>, and <i>Circle Geometry of Mathematics Years 7–10 Syllabus</i>.</p>
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**COREQUISITES: MATHEMATICS ADVANCED**  
**COURSE DESCRIPTION**

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

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

**CONTENT**

<b>Preliminary Course</b>	<b>HSC Course</b>
<ul style="list-style-type: none"> <li>• Topic: Functions               <ul style="list-style-type: none"> <li>○ Further Work with Functions</li> <li>○ Polynomials</li> </ul> </li> <li>• Topic: Trigonometric Functions               <ul style="list-style-type: none"> <li>○ Inverse Trigonometric Functions</li> <li>○ Further Trigonometric Identities</li> </ul> </li> <li>• Topic: Calculus               <ul style="list-style-type: none"> <li>○ Rates of Change</li> </ul> </li> <li>• Topic: Combinatorics               <ul style="list-style-type: none"> <li>○ Working with Combinatorics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Topic: Proof               <ul style="list-style-type: none"> <li>○ Proof by Mathematical Induction</li> </ul> </li> <li>• Topic: Vectors               <ul style="list-style-type: none"> <li>○ Introduction to Vectors</li> </ul> </li> <li>• Topic: Trigonometric Functions               <ul style="list-style-type: none"> <li>○ Trigonometric Equations</li> </ul> </li> <li>• Topic: Calculus               <ul style="list-style-type: none"> <li>○ Further Calculus Skills</li> <li>○ Applications of Calculus</li> </ul> </li> <li>• Topic: Statistical Analysis               <ul style="list-style-type: none"> <li>○ The Binomial Distribution</li> </ul> </li> </ul>

**ASSESSMENT HSC course only**

<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Two hour written examination measuring student achievement in a range of syllabus outcomes.	There is a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation style assessment. Understanding, fluency and communication Problem-solving, reasoning and justification	50 50

**Contact Person:** Cameron Wells, Head Teacher Mathematics

<p><b>MATHEMATICS EXTENSION 2</b></p> <p>ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 1 UNIT Year 12 (HSC).</p>	<p><b>COURSE NO:</b> 15260 Year 12 ONLY</p> <p><b>COURSE FEE:</b> \$0</p> <p><b>EXCLUSIONS:</b> Mathematics Standard 1 or 2</p>	
<p><b>PREREQUISITES:</b> The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.</p>		
<p><b>COREQUISITES:</b> MATHEMATICS ADVANCED and MATHEMATICS EXTENSION 1</p>		
<p><b>COURSE DESCRIPTION</b></p>		
<ul style="list-style-type: none"> <li>• The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.</li> <li>• The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.</li> <li>• All students studying the Mathematics Extension 2 course will sit for an HSC examination.</li> </ul>		
<p>The study of Mathematics Extension 2 in Stage 6:</p>		
<ul style="list-style-type: none"> <li>• enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration</li> <li>• provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts</li> <li>• provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level</li> <li>• provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.</li> </ul>		
<p><b>CONTENT HSC Course (ONLY)</b></p>		
<ul style="list-style-type: none"> <li>• Topic: Proof <ul style="list-style-type: none"> <li>○ The Nature of Proof</li> <li>○ Further Proof by Mathematical Induction</li> </ul> </li> <li>• Topic: Vectors <ul style="list-style-type: none"> <li>○ Further Work with Vectors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Topic: Complex Numbers <ul style="list-style-type: none"> <li>○ Introduction to Complex Numbers</li> <li>○ Using Complex Numbers</li> </ul> </li> <li>• Topic: Calculus <ul style="list-style-type: none"> <li>○ Further Integration</li> </ul> </li> <li>• Topic: Mechanics <ul style="list-style-type: none"> <li>○ Applications of Calculus to Mechanics</li> </ul> </li> </ul>	
<p><b>ASSESSMENT HSC ONLY</b></p>		
<p><b>External examination</b></p>	<p><b>Internal Assessment</b></p>	<p><b>%</b></p>
<p>Three hour written examination measuring student achievement in a range of syllabus outcomes.</p>	<p>There is a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation style assessment.</p> <p>Understanding, fluency and communication Problem-solving, reasoning and justification</p>	<p>50 50</p>
<p><b>Contact Person:</b> Cameron Wells, Head Teacher Mathematics</p>		

<b>MODERN HISTORY</b>		<b>COURSE NO:</b> 11270 Year 11 15270 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>		
<b>CONTENT</b>		
<b>Preliminary Course – 3 Sections</b>		<b>HSC Course – 4 Sections</b>
<ul style="list-style-type: none"> <li>• Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’)             <ul style="list-style-type: none"> <li>○ Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies.</li> </ul> </li> <li>• Historical Investigation (20 indicative hours)</li> <li>• The Shaping of the Modern World (40 indicative hours)             <ul style="list-style-type: none"> <li>○ At least one study from ‘The Shaping of the Modern World’ is to be undertaken.</li> </ul> </li> <li>• Historical concepts and skills are integrated with the studies undertaken in Year 11.</li> </ul>		<ul style="list-style-type: none"> <li>• Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)</li> <li>• One ‘National Studies’ topic (30 indicative hours)</li> <li>• One ‘Peace and Conflict’ topic (30 indicative hours)</li> <li>• One ‘Change in the Modern World’ topic (30 indicative hours)</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>
<b>PARTICULAR COURSE REQUIREMENTS</b>		
<b>Year 11</b> In the Year 11 course, students undertake at least two case studies. <ul style="list-style-type: none"> <li>• One case study must be from Europe, North America or Australia, and</li> <li>• One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</li> </ul> <b>Year 12</b> Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.		
<b>ASSESSMENT</b>		
<b>Assessment: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge & understanding of course content Research Source analysis Oral and written communication	40 20 20 20
<b>Contact Person:</b> Susan Nunn, Head Teacher HSIE		



<b>MUSIC 1</b>  ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE NO:</b> 11280 Year 11 15290 Year 12  <b>COURSE FEE:</b> \$20	
<b>EXCLUSIONS:</b> Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<b>COURSE DESCRIPTION</b> In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music. In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.			
<b>CONTENT</b>			
<b>Preliminary Course</b> Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.		<b>HSC Course</b> Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.	
<b>PARTICULAR COURSE REQUIREMENTS</b> In the HSC course students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.			
<b>ASSESSMENT</b>			
<b>Assessment: HSC course only</b>			
<b>External examination</b>		<b>Internal Assessment</b>	
		<b>%</b>	
Written Examination – Aural Skills Four short-answer questions	30%	<b>Core performance</b> Core composition Core musicology Core aural Elective 1	<b>10%</b> 10% 10% 25% 15%
Practical examination – Core Performance Electives	*20% *60%	Elective 2 Elective 3	15% 15%
<b>Contact Person:</b> Dominique Ferguson, Head Teacher CAPA			

<b>MUSIC 2</b>  ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE NO:</b> 11290 Year 11 15300 Year 12  <b>COURSE FEE:</b> \$20	
<b>EXCLUSIONS:</b> Music 1; 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> In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. While the course builds on the Stages 4 and 5 Music course, it also caters for students with less experience in Music. In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
<b>CONTENT</b>			
<b>Preliminary Course</b> In the Preliminary course, the Mandatory Topic is Music 1600–1900. The Additional Topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.		<b>HSC Course</b> Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. The Additional Topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres.	
<b>PARTICULAR COURSE REQUIREMENTS</b> In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC. The additional topic studied in the HSC must be different to the topic studied in the Preliminary course. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. All students will be required to develop a composition portfolio for the core composition.			
<b>ASSESSMENT</b>			
<b>Assessment: HSC course only</b>			
<b>External examination</b>		<b>Internal Assessment</b>	
Written Paper (Musicology and Aural Skills)	35	Core Performance	20
Practical Examination	20	Core composition	20
Performance 15 marks		Core musicology	20
Sight Singing 5 marks		Core aural	20
Core Composition	15	Elective (Performance, Composition or Musicology)	20
Elective	30		
Performance, Composition or Musicology			
<b>Contact Person:</b> Dominique Ferguson, Head Teacher CAPA			

## PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION

**COURSE NO:** 11300 Year 11  
15320 Year 12

ATAR COURSE  
BOARD ENDORSED COURSE - CATEGORY A  
2 units for Year 11 and Year 12

**COURSE FEE:** \$0  
**EXCLUSIONS:** NIL

### PARTICULAR COURSE REQUIREMENTS

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices. In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

### CONTENT

#### Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students select **two** of the following options:

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

#### HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select two of the following options:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

### PARTICULAR COURSE REQUIREMENTS

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

### ASSESSMENT

**Assessment: HSC course only**

External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge & Understanding of course content Skills in critical thinking, research, analysis and communicating	40 60

**Contact Person:** Luke Harradine, Head Teacher PDHPE

<b>PHYSICS</b>		<b>COURSE NO:</b> 11310 Year 11 15330 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course develops student’s knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p>		
<b>CONTENT</b>		
<b>Preliminary Course – 4 Modules</b>		<b>HSC Course – 4 Modules</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>PARTICULAR COURSE REQUIREMENTS</b>		
<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>		
<b>ASSESSMENT</b>		
<b>Assessment: HSC course only</b>		
<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Four Assessment Tasks Skills in working scientifically	<b>60</b>
	Knowledge and understanding of course content	<b>40</b>
<b>Contact Person:</b> Isabelle Crosbie, Head Teacher Science		

<b>SOCIETY AND CULTURE</b>		<b>COURSE NO:</b> 11330 Year 11 15350 Year 12	
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL	
<b>COURSE DESCRIPTION</b>			
Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).			
<b>CONTENT</b>			
<b>Preliminary Course</b>		<b>HSC Course</b>	
<ul style="list-style-type: none"> <li>• The Social and Cultural World – the interactions between persons and groups within societies</li> <li>• Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings</li> <li>• Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them</li> </ul>		<ul style="list-style-type: none"> <li>▪ Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study</li> <li>▪ The Personal Interest Project (PIP) – an individual research project</li> </ul> <b>Depth Studies</b> Two to be chosen from: <ul style="list-style-type: none"> <li>▪ Popular Culture – the interconnection between popular culture, society and the individual</li> <li>▪ Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity</li> <li>▪ Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures</li> <li>▪ Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples’ attitudes and behaviours.</li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>			
Completion of Personal Interest Project.			
<b>ASSESSMENT: HSC course only</b>			
<b>External examination</b>		<b>Internal Assessment</b>	<b>%</b>
A two hour written examination measuring student achievement in a range of syllabus outcomes	60%	Knowledge & understanding of course content Application & evaluation of social & cultural research methods	50% 30%
Personal Interest Project	40%	Communication of information, ideas, and issues in appropriate form	20%
<b>Contact Person:</b> Susan Nunn, Head Teacher HSIE			

## SOFTWARE DESIGN & DEVELOPMENT

ATAR COURSE  
BOARD ENDORSED COURSE - CATEGORY A  
2 units for Year 11 and Year 12

**COURSE NO:** 11340 Year 11  
15360 Year 12  
**COURSE FEE:** \$25

### COURSE DESCRIPTION

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

The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

### CONTENT

Preliminary Course	HSC Course
Concepts and Issues in the Design and Development of Software (30%) <ul style="list-style-type: none"> <li>▪ Social and ethical issues</li> <li>▪ Hardware and software</li> <li>▪ Software development approaches</li> </ul> Introduction to Software Development (50%) <ul style="list-style-type: none"> <li>▪ Defining and understanding the problem</li> <li>▪ Planning and designing software solutions</li> <li>▪ Implementing software solutions</li> <li>▪ Testing and evaluating software solutions</li> <li>▪ Maintaining software solutions</li> </ul> Developing software solutions (20%)	Development and Impact of Software Solutions (15%) <ul style="list-style-type: none"> <li>▪ Social and ethical issues</li> <li>▪ Application of software development approaches</li> </ul> Software Development Cycle (40%) <ul style="list-style-type: none"> <li>▪ Defining and understanding the problem</li> <li>▪ Planning and design of software solutions</li> <li>▪ Implementing software solutions</li> <li>▪ Testing and evaluating software solutions</li> <li>▪ Maintaining software solutions</li> </ul> Developing a Solution Package (25%)           Options (20%)           Study one of the following options: <ul style="list-style-type: none"> <li>▪ Programming paradigms</li> </ul> <b>or</b> <ul style="list-style-type: none"> <li>▪ The interrelationship between software and hardware</li> </ul>

### PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.

It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

### ASSESSMENT

#### Assessment: HSC course only

External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge and understanding	20
	Design and development of software solutions	35
	Project management techniques, including documentation, teamwork and communication	20
	Project	25

**Contact Person:** Isabelle Crosbie, Head Teacher Science

<b>TEXTILES &amp; DESIGN</b>		<b>COURSE NO:</b> 11370 Year 11 15390 Year 12	
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE FEE:</b> \$0 <b>EXCLUSIONS:</b> NIL	
<b>COURSE DESCRIPTION</b>			
<p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>			
<b>CONTENT</b>			
<b>Preliminary Course – 4 Modules</b>		<b>HSC Course – 4 Modules</b>	
<ul style="list-style-type: none"> <li>▪ Design (40%)</li> <li>▪ Properties and Performance of Textiles (50%)</li> <li>▪ The Australian Textiles, Clothing, Footwear and Allied Industries (10%).</li> </ul>		<ul style="list-style-type: none"> <li>▪ Design (20%)</li> <li>▪ Properties and Performance of Textiles (20%)</li> <li>▪ The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>▪ Major Textiles Project (50%).</li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>			
<p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>			
<b>ASSESSMENT HSC course only</b>			
<b>External examination</b>		<b>Internal Assessment</b>	
A written examination of one and a half hours		50%	10%
Major Textile Project		50%	20%
			20%
			50%
<b>Contact Person: Jess Lassam</b>			

<b>VISUAL ARTS</b>  ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		<b>COURSE NO:</b> 11380 Year 11 15400 Year 12  <b>COURSE FEE:</b> \$0 NIL	
<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> <u>Preliminary Course</u> Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. 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. <u>HSC Course</u> 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.			
<b>CONTENT</b>			
<b>Preliminary Course – 4 Modules</b>		<b>HSC Course – 4 Modules</b>	
Preliminary Course learning opportunities focus on: <ul style="list-style-type: none"> <li>▪ the nature of practice in artmaking, art criticism and art history through different investigations</li> <li>▪ the role and function of artists, artworks, the world and audiences in the artworld</li> <li>▪ the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>▪ how students may develop meaning and focus and interest in their work</li> <li>▪ building understandings over time through various investigations and working in different forms.</li> </ul>		HSC Course learning opportunities focus on: <ul style="list-style-type: none"> <li>▪ how students may develop their practice in artmaking, art criticism, and art history</li> <li>▪ how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>▪ how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>▪ how students may further develop meaning and focus in their work.</li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>			
Preliminary Course: <ul style="list-style-type: none"> <li>▪ Artworks in at least two expressive forms and use of a process diary</li> <li>▪ a broad investigation of ideas in art making, art criticism and art history.</li> </ul> HSC Course: <ul style="list-style-type: none"> <li>▪ development of a body of work and use of a process diary</li> <li>▪ a minimum of five Case Studies (4–10 hours each)</li> </ul> deeper and more complex investigations in art making, art criticism and art history.			
<b>ASSESSMENT HSC course only</b>			
<b>External examination</b>		<b>Internal Assessment</b>	
A 1 ½ hour written paper		Development of the body of work	
Submission of a body of work		Art criticism and art history	
50%		50%	
50%		50%	
<b>Contact Person:</b> Dominique Ferguson, Head Teacher CAPA			



Course: **Construction**  
Board Developed Course

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

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

**Construction, Plumbing and Services Training Package (CPC08 v9.5)**

**Units of Competency**

**Core**

CPCCCM1012	Work effectively and sustainably in the Construction Industry
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCM1013	Plan and organise work
CPCCCM1014	Conduct workplace communication
CPCCCM1015	Carry out measurements and calculations
CPCCCM2001	Read and interpret plans and specifications

**Electives**

CPCCCA2011A	Handle carpentry materials
CPCCCA2002B	Use carpentry tools and equipment
CPCCCM2005B	Use construction tools and equipment
CPCCJN2001A	Assemble components
CPCCJN2002B	Prepare for off-site manufacturing process
CPCCCM2006	Apply basic levelling procedures
CPCCWF2001A	Handle wall and floor tiling materials
CPCCWF2002A	Use wall and floor tiling tools and equipment
CPCCCO2013A	Carry out concreting to simple form

**Course Prerequisite**

CPCCWHS1001 - Prepare to work safely in the construction industry.

**The Construction General Induction Training (Whitecard) will be delivered as part of this course:**

- **at a cost of \$90 per student**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeworkNSW GIT card is mandatory before undertaking any work placement

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

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

**Recommended Entry Requirements**

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

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

- |            |              |                |               |             |
|------------|--------------|----------------|---------------|-------------|
| • building | • concreting | • shop fitting | • bricklaying | • carpentry |
|------------|--------------|----------------|---------------|-------------|

**Mandatory HSC Course Requirements**

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Cost: Preliminary - \$80      HSC - \$70**  
**School Specific equipment and associate requirements for students**

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

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

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



**2021 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION**

**SIT20316 Certificate II in Hospitality**

Public Schools NSW, Tamworth Registered Training Organisation 90162

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

Course: **Hospitality - Food and Beverage**  
Board Developed Course

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

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

**Tourism, Travel and Hospitality training package (SIT 1.2)**

**Units of Competency**

**Core**

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

**Electives**

- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage

**Plus, additional competencies**

**Category A**

- SITXFSA001 Use hygienic practices for food safety
- SITHCCC001 Use food preparation equipment
- SITHCCC002 Prepare and present simple dishes
- SITHCCC006 Prepare appetisers and salads

OR

**Category B**

- SITXCOM001 Source and present information
- BSBCMM201 Communicate in the workplace
- BSBSUS201 Participate in environmentally sustainable work practices
- HLTAID003 Provide First Aid

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

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

**Recommended Entry Requirements**

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

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

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Cost: Preliminary - \$140 HSC - \$100**  
**School Specific equipment and associate requirements for students**

**\$70- First Aid course**  
**\$45 – uniform (approximately)**

**Refunds**

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

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

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

## FSK20113 Certificate II in Skills for Work and Vocational Pathways

Public Schools NSW, Tamworth Registered Training Organisation 90162  
 This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
 Notification of variations will be made in due time.

Course: **Skills for Work and Vocational Pathways**  
 Board Endorsed Course

2 or 3 Preliminary or HSC units in total Board Endorsed Course  
 Does not contribute towards Australian Tertiary Admission Rank

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

### Foundation Skills Training Package (FSK 1.1)

The following content is delivered in the 180 hour course, and a modified pattern of delivery is available in the 120 hour course, leading to a Statement of Attainment towards a Certificate II qualification.

#### Course Units of Competency

##### Core

FSKDIG03	Use digital technology for routine workplace tasks
FSKLRG09	Use strategies to respond to routine workplace problems
FSKLRG11	Use routine strategies for work-related learning
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work
FSKOCM07	Interact effectively with others at work

FSKRDG10	Read and respond to routine workplace information
FSKWTG09	Write routine workplace texts
<b>Electives</b>	
FSKLRG10	Use routine strategies for career planning
FSKOCM04	Use oral communication skills to participate in workplace meetings
FSKRDG09	Read and respond to routine standard operating procedures
FSKWTG07	Write routine formal workplace texts
BSBITU211	Produce digital text documents
BSBWOR204	Use business technology
BSBITU212	Create and use spreadsheets
FNSFLT202	Develop and use a savings plan
<i>Up to 4 vocational units (and their pre-requisites) from other Training Packages may be selected as elective units (and may replace elective units listed above in red). Teachers must hold the relevant units of competency in their transcripts.</i>	

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

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

#### Recommended Entry Requirements

Certificate II in Skills for Work and Vocational Pathways represents an option for students to demonstrate key employability skills and a range of foundation skills to employers. This course is project based and projects will be determined by the school. The course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem-solving skills that relate directly to the workplace.

**Career Pathways:** Skills and knowledge gained are transferable to vocational pathways or various industries.

#### Mandatory HSC Course Requirements

There is no mandatory workplace learning component in this course. Where a student has not met NESA course completion criteria 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 contribute to an AQF qualification.

**External Assessment** There is no Higher School Certificate (HSC) examination for the Skills for Work and Vocational Pathways course. The course does not contribute towards an ATAR.

#### Qualifications

Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20113 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course will be eligible for a Statement of Attainment towards FSK20113 Certificate II in Skills for work and vocational pathways.

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

**Course Cost: Preliminary - \$25 HSC - \$25**  
**School Specific equipment and associate requirements for students**

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

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



# NUMERACY

NON ATAR COURSE  
BOARD ENDORSED COURSE  
2 units for Year 11 and Year 12

**COURSE NO:** 30130 Year 11  
30140 Year 12

**COURSE FEE:** \$10  
**EXCLUSIONS:** Any other Stage 6 Mathematics course

## COURSE DESCRIPTION

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. The course is aligned to the [Australian Core Skills Framework \(ACSF\)](#) Level 3, a nationally agreed level of functional numeracy.

This course is appropriate for students who need 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. Students who have already met the HSC minimum standard in numeracy may be better placed studying Mathematics Standard or Advanced in Year 11.

## CONTENT

All content is embedded in contexts referred to in the ACSF:

- Numeracy in personal and community contexts
- Numeracy in workplace and employment contexts
- Numeracy in education and training contexts

Teachers are encouraged to apply the content in contexts which are meaningful and of interest to their students, and derived from one or more of the areas above.

### Year 11

- 1.1 Whole numbers
- 1.2 Operations with whole numbers
- 1.3 Distance, area and volume
- 1.4 Time
- 1.5 Data, graphs and tables
- 2.1 Fractions and decimals
- 2.2 Operations with fractions and decimals
- 2.3 Metric relationships
- 2.4 Length, mass and capacity
- 2.5 The probability of everyday events

### Year 12

- 3.1 Percentages linked with fractions and decimals
- 3.2 Finance
- 3.3 Location, time and temperature
- 3.4 Space and design
- 4.1 Rates and ratio
- 4.2 Statistics and probability
- 4.3 Exploring numeracy using NRMT

## PARTICULAR COURSE REQUIREMENTS: Nil

## ASSESSMENT

The Numeracy course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).

As a CEC, there will be no HSC examination for the Numeracy course. Assessment will be school-based. Teachers will award a grade in Year 11 using the Common Grade Scale and an assessment mark in Year 12 using the Performance Descriptions for reporting achievement.

**Contact Person:** Cameron Wells, Head Teacher Mathematics

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

NON ATAR COURSE  
 BOARD ENDORSED COURSE  
 2 units for Year 11 ONLY

**COURSE NO:** 35226 Year 11

**COURSE FEE:** \$0  
**EXCLUSIONS:** NIL

## COURSE DESCRIPTION

The Photography, Video and Digital Imaging course offers students the opportunity to explore contemporary artistic practices that make use of one or more of these fields. The subject content in the course offered by Whitebridge High School addresses traditional aspects of the field of wet or darkroom photography and offers students opportunities to explore more contemporary developments in this field as well as historical and critical investigations. Some digital imaging techniques will be included in the course however no video will be offered.

## CONTENT

Preliminary Course	HSC Course
<ul style="list-style-type: none"> <li>• Introduction to practice in wet photography – basic camera and darkroom techniques</li> <li>• Developing a point of view – considered interpretation of subject matter with more advanced camera and darkroom techniques</li> <li>• Traditions, conventions, styles and genres – understanding of different styles and themes in photography</li> <li>• Manipulated forms – develop imagery and presentation of works outside the boundaries of traditional photographic practice</li> <li>• The arranged image – the staging of works to construct a visual narrative through techniques such as studio lighting</li> <li>• Individual/Collaborative project – project that extends the learning undertaken in previous modules to allow specialisation in a particular area of photographic practice</li> </ul>	<p>ONLY OFFERED IN YEAR 11</p>

## PARICULAR COURSE REQUIREMENTS

## ASSESSMENT

External examination	Internal Assessment	%
Internal Assessment Only.	Knowledge and Understanding Skills	50% 50%

**Contact Person:** Dominique Ferguson, Head Teacher CAPA



## 2021 SPORT COACHING COURSE DESCRIPTION

### SIS20513 Certificate III in Sport Coaching

Public Schools NSW, Tamworth Registered Training Organisation 90162  
This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
Notification of variations will be made in due time.

<p>Course: <b>Sport Coaching</b> Board Endorsed Course</p>	<p>2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank</p>
<p>This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.</p>	
<p><b>Sport, Fitness and Recreation Training Package (SFR2.0)</b></p> <p><b>Units of Competency</b></p> <p><b>Core units</b></p> <p>BSBWOR202A Organise and complete daily work activities          SISSSCO101 Develop and update knowledge of coaching practices          SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills          SISSSDE201 Communicate effectively with others in a sport environment          SISXCAI102A Assist in preparing and conducting sport and recreation sessions          SISXIND211 Develop and update sport, fitness and recreation industry knowledge          SISXWHS101 Follow work health and safety policies          HLTAID003 Provide first aid (delivered by an external RTO)</p>	<p><b>Elective units</b></p> <p>SISSBSB201A Teach fundamental basketball skills          SISSSOF202 Officiate games or competitions          SISSSOF101 Develop and update officiating knowledge          SISSSPT201A Implement sports injury prevention          SISSATH201A Teach the fundamental skills of athletics          SISSNTB204A Teach foundation netball skills          OR          SISSRGL204A Teach the skills of rugby league for modified games          OR          SISSSUR201A Teach the basic skills of surf life saving</p>
<p><b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b></p>	
<p>Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.</p>	
<p><b>Recommended Entry Requirements</b> Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.</p>	
<p><b>Examples of occupations in sport, fitness and recreation industries</b></p> <ul style="list-style-type: none"> <li>▪ Sports coach</li> <li>▪ Assistant Coach</li> <li>▪ Sports event manager</li> <li>▪ Sports trainer</li> <li>▪ Sports administration officer</li> <li>▪ Team manager</li> <li>▪ Sports official</li> </ul>	
<p><b>Mandatory HSC Course Requirements.</b> Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.</p> <p><b>External Assessment</b> There is no Higher School Certificate (HSC) examination for the Sport Coaching course.</p>	
<p><b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.</p> <p><b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.</p>	
<p><b>Course Cost: Preliminary - TBC HSC – TBC</b> <b>School Specific equipment and associate requirements for students</b></p>	<p><b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a></p>	
<p><b>Exclusions - VET course exclusions can be checked on the NESA website at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></b></p>	
<p>2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020</p>	

## **SPORT, LIFESTYLE & RECREATION STUDIES**

NON ATAR COURSE  
BOARD ENDORSED COURSE  
2 units for Year 11 and Year 12

**COURSE NO:** 35015 Year 11  
35017 Year 12

**COURSE FEE:** \$0

### **COURSE DESCRIPTION**

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.  
This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.  
Through the course students will develop:  
knowledge and understanding of the factors that influence health and participation in physical activity  
knowledge and understanding of the principles that impact on quality of performance  
an ability to analyse and implement strategies to promote health, activity and enhanced performance  
a capacity to influence the participation and performance of self and others.

### **CONTENT**

#### **Preliminary Course and HSC Course.**

Students will complete 6-12 Modules over their course of Year 11 and Year 12

The modules in Sport, Lifestyle and Recreation are:

Aquatics  
Athletics  
Dance  
First Aid and Sports Injuries  
Fitness  
Games and Sports Applications I  
Games and Sports Applications II  
Gymnastics  
Healthy Lifestyle  
Individual Games and Sports Applications  
Outdoor Recreation  
Resistance Training  
Social Perspectives of Games and Sports  
Sports Administration  
Sports Coaching and Training

### **PARICULAR COURSE REQUIREMENTS**

#### **ASSESSMENT**

<b>External examination</b>	<b>Internal Assessment</b>	<b>%</b>
Internal Assessment Only.	Making Critical and historical studies	70% 30%

**Contact Person:** Luke Harradine, Head Teacher PDHPE



## WORK STUDIES

NON ATAR COURSE

BOARD ENDORSED COURSE

1 unit in Yr 12 to compliment 3 units Skills For Work for students requiring units to complete HSC requirement

**COURSE NO:** 35202

**COURSE FEE:** NIL

**EXCLUSIONS:** NIL

*This subject is offered to students in Year 12 who have completed the 3 units (180 hours) of the **Skills For Work Vocational Pathway** and need an extra unit to complete the 10 units required to qualify for the HSC*

### **Structure of the course**

Core – My Working Life

Modules – There are 11 elective modules which explore issues about work and work-related skills.

Modules are studied for 15 to 30 hours.

### **Nature of the course**

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

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

The Work Studies course will assist students to:

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

**Contact Person:** Jess Lassam, Head Teacher TAS

## **SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS - SBATs**

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**

#### **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 electro-technology trades, school based apprentices will undertake 180 days of work based training over two years while at school.

For the automotive, hospitality and metals and engineering trades, school based apprentices will undertake a minimum of 100 days of work based training over two years while at school. For other trades updated information will be available as Industry Training Advisory Bodies (ITABs) release new guidelines.

## COMPARISON OF SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

	School Based Traineeship	School Based Apprenticeship
<b>ATAR</b>	ATAR option available in some industry areas	ATAR attainment is difficult
<b>CERTIFICATION achieved post HSC</b>	Certificate II or Certificate III	Student is working towards a Cert III
<b>Articulation</b>	STAGE II articulation both on and off the job into Cert III Trade course	Transcript of competencies achieved towards Trade Cert III
<b>Contract</b>	Two year part time	Indentured under a 5 year contract the first two years part time and then 3 years full time
<b>Progression</b>	Students and employers make an informed decision regarding the students progression into Stage II of the Apprenticeship course	The apprenticeship Training Plan outlines all of the aspects of the SBAT. The completion date is defined in the Training Plan and generally falls after the student has completed their HSC

## FREQUENTLY ASKED QUESTIONS ABOUT SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

### How to apply to become a School Based Trainee?

Make sure you discuss this with your school Careers Advisor immediately as this may affect your choice of subjects for Years 11 and 12.

To sign up and apply for jobs advertised go to [www.sbatjobs.info](http://www.sbatjobs.info)

### How are School Based Trainees selected?

By competitive application – this involves industry representatives, interview with potential employer and a trial work experience in Term 3 or 4 of Year 10.

### How does the School Based Trainee travel to the workplace and TAFE?

Students are required to ensure they can make their own way to both the workplace and TAFE (if required).

### What happens if an SBAT misses classes at School?

Students must ensure they communicate regularly with their school VET Coordinator and teachers to manage their school work load. Each school will provide mentoring support as required.

## SCHOOL BASED TRAINEESHIPS AVAILABLE

School Based Traineeships are available in a range of industry areas, see industry areas below. More information on each of the traineeships and others can be found at <http://www.sbatjobs.info/>

Aero-skills	Furnishing
Aged Care Work	Health Services
Animal Care & Management	Horticulture
Automotive	Hospitality Operations
Beauty	Information Technology
Business	Laboratory Operations
Care Support Services – for Aboriginal People	Local Government
Caravan Operations	Meat Processing
Community Pharmacy	Multimedia
Community Services Work	Out of School Hours Care
Conservation and Land Management	Plumbing
Construction	Printing and Graphic Arts

Electro-technology	Process Manufacturing
Engineering	Property Services
Entertainment	Retail – Customer Contact
Fashion Technology	Rural Skills
Financial Services	Sport and Recreation
Floristry	Telecommunications
Food Processing	Tourism Operations
Forestry	Transport & Distribution

## HSC SCHOOL BASED APPRENTICESHIPS AVAILABLE

School Based Apprenticeships are currently being undertaken in the following industry areas.

More information on each of these apprenticeships can be found at <http://www.sbatinnsw.info/>

Automotive	Horticulture (Turf)
Cabinetmaking – Furniture Making	Engineering (Fabrication or Mechanical Trades)
Electrotechnology	Plumbing
Horticulture (Retail Nursery)	Beauty Therapy
Meat Processing	Construction
Baking	Primary Industries- Horticulture (Landscaping)
Carpentry & Joinery	Hospitality (Commercial Cookery)
Hairdressing	Offsite Construction (shop-fitting)
Signage (Decorative Trades)	Wall and Ceiling Lining

There are many other trade qualifications that may be available while attending school. If you want to enquire further about a School Based Apprenticeships or Traineeships that are not listed speak to your Careers Advisor.

Other websites for further information:

<http://www.aapathways.com.au/Self-Help/Australian-Apprenticeships-Job-Sites>

[www.training.nsw.gov.au](http://www.training.nsw.gov.au)

## INDUSTRY - BASED LEARNING STAGE 6 COURSE

The NESAC has approved a Board Endorsed Course in Industry-based Learning to give HSC unit credit for the 'on-the-job' component of school based apprenticeships and traineeships. This HSC unit credit would be in addition to the unit credit for the formal 'off-the-job' training that students already receive through their HSC VET courses.

The Industry-based Learning Stage 6 Course is available to students with an approved school-based apprenticeship or traineeship training contract and who are also entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship.

The new Industry-based Learning course may be credited for a minimum of 2 units and a maximum of 4 units out of the 22 units required for the HSC. The unit credit from this course may be counted in either the Preliminary and/or HSC pattern of study.

# INDUSTRY BASED LEARNING

NESA Course Number 19905 – 2 units by 2 years for a total 4 units

NESA COURSE NUMBER 19900 – CREDITED FOR 2 UNITS 1 YEAR

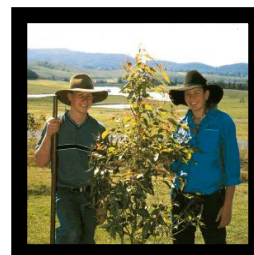
## Why study Industry-based Learning?

The Industry-based Learning course is available to students that have a School Based Traineeship or Apprenticeship. The course supports student by providing recognition for the time they spend in the workplace as a part of their traineeship/apprenticeship. Students are able to undertake the course in Year 11 for the Preliminary and HSC years to contribute 4 units towards their HSC or start the course in Year 12 to gain 2 units credit towards their HSC.

## Pre-Requisites for Industry-based Learning

Students must be engaged in a:

- School Based Traineeship
- School Based Apprenticeship



**Course description:** Students are required to maintain a log and journal of their experiences in the workplace. Both the log and journal will need to be submitted to the school supervisor at regular intervals.

**The Log:** The log of workplace tasks and activities undertaken must be maintained on a regular basis and include:

- a brief description by the student of the tasks and activities undertaken in the workplace that are related to the course outcomes and,
- verification that these tasks and activities have been undertaken.

**The Journal:** The journal of learning will complement the log by providing, on a regular basis, a record of what has been learned from the workplace related to the course outcomes. This record will be different from the record of competencies achieved which is required by the RTO. The journal will not only describe what has been learned but its usefulness and applicability to the apprentice or trainee in the workplace. The journal will be in the apprentice or trainees' own words and comprise:

- a reflection on the tasks and activities undertaken from the on the job training component
- an evaluation of the experiences gained in workplace, and
- synthesis of what has been learned related to the course outcomes.

**Course costs:** Nil

**Course requirements:** A workbook folder (eg A4 38mm insert binder)

This year a new system of applying for VET courses is being implemented through the EVET (Electronic Vocational Education Training) through Tamworth RTO. Please see careers advisor for expression of interest forms.



TAFE or other private RTO VET courses give Year 11 and 12 students the opportunity to study VET courses as HSC subjects. These courses contribute to your HSC and usually count as 2 units of study.

For further information go to [www.hunter.tafensw.edu.au/tvet](http://www.hunter.tafensw.edu.au/tvet)

To learn more about EVET in the Hunter Institute, go to our Frequently Asked Questions page.

Information can also be found in the [EVET](#) section of the TAFE NSW website.

## TAFE delivered Courses

Industry Curriculum Framework Courses	Non – Framework Courses
<ul style="list-style-type: none"> <li>• Aged Care</li> <li>• Automotive Mechanical</li> <li>• Automotive Paint/Panel</li> <li>• Business Services</li> <li>• Construction</li> <li>• Electro-technology Electrical</li> <li>• Entertainment</li> <li>• Events</li> <li>• Health Service Assistance</li> <li>• Hospitality</li> <li>• Information Technology</li> <li>• Manufacturing &amp; Engineering Introduction</li> <li>• Primary Industries</li> <li>• Retail</li> <li>• Tourism</li> </ul> <div style="display: flex; flex-direction: column; align-items: center;">   </div>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Aero-skills Mechanical</li> <li>• Aged Care Work Introduction</li> <li>• Animal Care Introduction</li> <li>• Automotive Mechanical Continuing</li> <li>• Automotive Vehicle Paint/Panel</li> <li>• Aviation Aircraft Operations</li> <li>• Aviation - services</li> <li>• Beauty Therapy - Makeup Services</li> <li>• Beauty Therapy - Nail Technology</li> <li>• Children's Services Introduction</li> <li>• Computer Aided Drafting (CAD)</li> <li>• Digital Arts &amp; Media</li> <li>• Electro-technology Electrical Continuing</li> <li>• Fashion Fundamentals</li> <li>• Hairdressing - Salon Skills</li> <li>• Horse Industry Skills</li> <li>• Horse Racing Industry</li> <li>• Multimedia</li> <li>• Nursing/Health Assistant</li> <li>• Outdoor Recreation</li> <li>• Plumbing Techniques</li> <li>• Recreational Fishing Industry</li> <li>• Resources &amp; Infrastructure</li> <li>• Retail</li> <li>• Screen - Film &amp; Video</li> <li>• Sport and Recreation - Fitness</li> <li>• Visual Arts &amp; Contemporary Crafts</li> <li>• Workplace Communications</li> </ul>

**PLEASE NOTE:** All courses are not offered at all TAFE campuses and courses are offered subject to minimum class size requirements.

## **SUBJECT SELECTION SURVEY - PRELIMINARY COURSE 2020**

You will be emailed a link to the following online form. Before you make your selections you will need to answer the questions on this form. This sheet can help you prepare for these questions.

**Q1. The way I am thinking at the moment my plans next year is to\***

You must select ONE only

- Complete Yr 11 and then leave to study/work
- Complete Yr11 and then continue to Yr 12
- Leave to Study/Work
- Unsure

**Q2. What Stage 5 (Yr 9&10) subjects do you do best in?**

You must select THREE only.

- English
- Maths
- Science
- Geography
- History
- PD/Health/PE
- Asian Languages
- Industrial Technology (Timber, Metal)
- Food Technology
- Child Studies
- Visual Arts
- PASS
- Marine Studies
- Dance
- Music

**Q3. After Yr 12 do you want to get into a University course using an ATAR? \***

You must select ONE.

- YES
- NO
- Unsure

**Q4. When I leave school, my plans at the moment are to enter: \***

You must select ONE only.

- TAFE
- University
- Employment
- an Apprenticeship or Traineeship
- I have no idea
- Other:

**Q5. The area of work I am most interested in at the moment is:\***

You must select THREE only.

- Retail, Sales, Customer Service
- Administration, Officework
- Advertising, Marketing
- Agriculture, Horticulture, Aquaculture
- Environment
- Defence Force, Security, Emergency Services
- Banking, Finance
- Charities, Voluntary Work
- Construction
- Architecture, Design
- Creative & Performing Arts
- Education, Training, Childcare
- Engineering, Manufacturing
- Hospitality
- Government, Politics
- Health, Social Services
- Information Technology
- Law
- Property & Real Estate
- Publishing, Media
- Sports, Tourism, Leisure
- Science Research
- Trade Skills
- Transport

***These questions must be answered before progressing to the subject selection website.***

## SUBJECT SELECTION PLANNING SHEET FOR YEAR 11 COURSES 2020

Once you have answered the questions on the previous page online you will be directed to an EDVAL website where you can enter your 7-digit code that has been emailed to you. You can then enter your choices.

Once you have made your selections you are able to make changes before the cut off date of **Monday 17 August, 2020**. Your parents have also been emailed to inform them that this is happening. You are required to discuss your choices with them. You will be interviewed by a teacher on Thursday/Friday 2/22 August about your choices. The sheet below can be used to help you plan your selections. Apart from English, which is compulsory, you must place your priority next to each selection. **1= first priority (English-compulsory) 2 = second priority (a Mathematics subject if you are planning on doing one), 3 = third priority, etc.** Besides your subjects you wish to study you must select 3 reserve subjects in case certain subjects do not run. Indicate these as R1, R2, R3. You will also be asked if you are interested in a TAFE course.

**Students are required to select from the lists below. 12 units to study in the Preliminary Course (ie., six 2 unit courses: or five 2 unit and two 1 unit courses); at least 2 Units of English ; and at least 6 units of “Board developed / approved” courses; no more than 6 units of Science. Students choosing the Vocational Oriented HSC should select Skills for Work, English Studies, and at least one WHS VET course.**

**Most students will make 6 subject selections.** You only make more than 6 subject selections if you are doing an extension subject.

**Students are advised to choose carefully. Once subjects have been allocated to students changes to students pattern of study can only be made through application to the relevant Deputy Principal by the end of Week 3, T1 2021.**

Priority	WHS Delivered, Board Developed Courses	Unit	ATAR Cat
	Aboriginal Studies	2	A
	Ancient History	2	A
	Biology	2	A
	Business Studies	2	A
	Chemistry	2	A
	Community and Family Studies	2	A
	Dance	2	A
	Drama	2	A
	Economics	2	A
	Earth & Environmental Science	2	A
	Engineering Studies	2	A
	English Studies	2	B
	English Standard	2	A
	English Advanced	2	A
	English Extension 1	1	A
	Food Technology	2	A
	Geography	2	A
	Industrial Technology	2	A
	Investigating Science	2	A
	Japanese Beginners	2	A
	Japanese Continuers	2	A
	Legal Studies	2	A
	Mathematics Standard	2	A
	Mathematics Advanced	2	A

Priority	WHS Delivered, Board Developed Courses	Unit	ATAR Cat
	Mathematics Extension 1	2	A
	Modern History	2	A
	Music 1	2	A
	Music 2	2	A
	PD, Health and Physical Education	2	A
	Physics	2	A
	Society and Culture	2	A
	Software Design & Development	2	A
	Textiles and Design	2	A
	Visual Arts	2	A

Priority	WHS Delivered, Board Endorsed Courses	Unit	ATAR Cat
	Numeracy	2	B
	Photography, Video & Digital Imaging (Year 11 only)	2	-
	Sport, Lifestyle & Recreation Studies	2	-

Priority	WHS Delivered, Board Frameworks Courses	Unit	ATAR Cat
	Construction	2	B
	Hospitality	2	B
	Manufacturing & Engineering	2	-
	Skills for Work	2	-
	Sports Coaching	2	-

- **Sports Coaching** and **Sport, Lifestyle & Recreational Studies** are not offered as separate subjects. You can only do one or the other.

- **Works Studies** must be studied with **Skills For Work**