



KILLARNEY
HEIGHTS
HIGH SCHOOL

Senior Subject Selection
for
Year 11 & Year 12
2024 - 2025

The Principal's message: Some things to think about...

This booklet has been produced to help you and your parents decide what type of education you are aiming for and which subjects to choose. It contains information about the rules governing the Higher School Certificate (HSC) and the Australian Tertiary Admission Rank (ATAR), as well as course outlines for subjects offered for study in the senior school.

You should seek as much advice as possible before you make any decision regarding your subject choices. There are many people that you can consult: the Head Teachers and teachers of each subject, your Year Adviser, Careers Adviser, Deputy Principal, Principal as well as your parents. **Choose wisely because the elective lines are determined by your choices, staff availability and class size.** Please take the advice of your teachers who have experience and know your ability to cope with different subject levels.

Students should take subjects and courses which:

- they have an interest in and will enjoy
- are suited to their ability and thus can manage and succeed
- best suit their future needs and career aspirations

While every effort is made to group subjects in accordance with student preferences, it will not always be possible to select some subject combinations. To maximise subject choice there will also be some subjects that are run 'off line' and these lessons will occur outside the traditional school hours.

The decision whether to return to school to complete years 11 and 12 is a very important one. Enrolment in Year 11 implies an acceptance on your part of certain responsibilities. You will be required to wear school uniform, attend all classes, have a regular homework and study routine, complete all assignments, and take on the responsibilities of the role of senior student in the school.

Just remember that the academic demands of Year 11 are much greater than those of Year 10. At Killarney Heights High School, there is an expectation that every student will make the most of their education opportunity and allow others the same choice.

You will find that as you become more mature, bonds of mutual respect grow between you and your teachers and that you will have greater participation in school activities and more opportunity to develop individual talents.

The rewards are there if you work consistently and to the best of your ability.

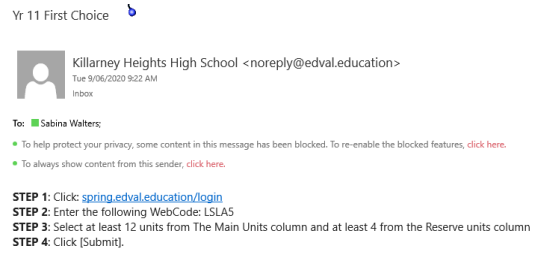
Make a wise choice and enjoy your senior years.

H. Emmerton
PRINCIPAL

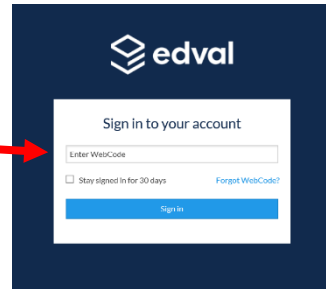
Subject Selection Instructions

Year 10 – for Year 11 in 2024

Step 1. Check your DET email for your Edval subject selection webcode and follow the link.



Step 2. Enter your webcode.



Step 3. Year 11 Elective First Choice 2024 will show as open. Hover over the text and select the Click Here button that appears



Step 4. Select your subjects by clicking on the dropdown button for each entry and selecting a subject. English is the first option as it is the only compulsory subject. Use the dropdown option to make your selections. The order DOES NOT matter

Yr 11 Electives First Choice

| Main Units | Subject | Fee | Units |
|------------|---------------------------------|-------|----------------|
| English | English Advanced | \$0 | 2 |
| Subject 2 | Earth and Environmental Studies | \$0 | 2 |
| Subject 3 | Drama (\$50.00) | \$50 | 2 |
| Subject 4 | Food technology (\$100.00) | \$100 | 2 |
| | Biology | \$0 | 2 |
| Subject 6 | Chemistry | \$0 | 2 |
| Subject 7 | English Extension 1 | \$0 | 1 |
| Subject 8 | Mathematics Extension 1 | \$0 | 1 |
| | | | Total \$150 14 |

| Reserve Units | Subject | Fee | Units |
|---------------|----------------------------------|------|---------|
| Reserve 1 | Community and Family Studies | \$50 | 2 |
| Reserve 2 | Industrial Technology Multimedia | \$50 | 2 |
| Reserve 3 | Design and Technology (\$70.00) | \$70 | 2 |
| | | | Total 6 |

You must choose six two unit subjects in the Main Unit section and at least four units in the Reserve Unit section. One unit subjects can be added if required.

Step 5. Once all your subject choices are selected confirm your preferences and then click “Submit”.

Step 6. A receipt of your preferences will be generated. You can print or email this to yourself for your records.

Student name: Peter Pan (Test student Yr11) (DUMMY:11)
 Notes: Your choices are registered.
 Submitted date: Thu 1 Jun 2023 16:57:26



Main units

| Main Units | Subject | | Units |
|------------|-------------------------------------|----------|-------|
| EALD | English Additional Language/Dialect | | 2 |
| BST | Business Studies | | 2 |
| CHE | Chemistry | \$20.00 | 2 |
| ECO | Economics | | 2 |
| ENX1 | English Extension 1 | | 1 |
| DAT | Design and Technology | \$70.00 | 2 |
| HOSV | Hospitality | \$210.00 | 2 |

Total electives : \$300.00 Total units: 13

Reserve units

| Reserve Units | Subject | | Units |
|---------------|------------------------------|---------|-------|
| ITT | Industrial Technology Timber | \$75.00 | 2 |
| DRA | Drama | \$50.00 | 2 |

Total units: 4

This information will be used to determine which subjects will be offered on which line in 2024.

Week 2 of Term 3, the process will be repeated using the actual lines.

YEAR 10 to YEAR 11 SUBJECT SELECTION FORM

STUDENT PLANNING SHEET

Please list, **in order of preference**, a total of 14 units of study, including English. You are required to successfully complete a total of 12 units of study in Year 11. The additional 2 units will assist the Principal and timetable manager to decide on line structures within the timetable and will operate as your “reserve” selections.

Students will be consulted if their first 12 units of study are not possible.

| PRIORITY | SUBJECT | LEVEL (Eg: Adv) | UNITS |
|-------------------------|-------------------------------------------|--------------------|--------|
| 1 (COMPULSORY) | ENGLISH | | 2 |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| TOTAL | | | Max 14 |
| Reserve 1 | | | |
| Reserve 2 | | | |
| Reserve 3 | | | |
| TVET | To be registered with the Careers Adviser | | 2 |
| NSW SCHOOL OF LANGUAGES | To be registered with Ms Thompson | | |
| SATURDAY SCHOOL | To be registered with Ms Rosier | | |

NOTES:

- Students undertaking Saturday School study must have a total of 12 units of school-based learning in Year 11 plus Saturday School ***at least until the end of Semester 1.***
- If you are studying a TAFE course you will have to do a total of 14 units until week 8.
- Do not have more than 14 units.
- If you are taking an Extension Course of English or Mathematics, write it as a separate subject, that is, write your 2 unit course and then write the extension course as a separate part of your preferences on the next line.
- NSW School of Languages and Saturday School are for languages NOT delivered at School.
- Students selecting Saturday School, NSW School of Languages or Distance Education: must select 12 units delivered at School, then select Saturday School, NSW School of Languages or Distance Education in the Reserve selection. (1/2/3). ***This requires separate enrolment forms.***
- Fee payment note NSW School of Languages \$210 approx.
- Students who select Industrial Technology MUST select either Multi Media OR Timber, NOT both.

WHEN I FINISH YEAR 12 WHAT CAN I ACHIEVE?

Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to students who leave school before completing the Higher School Certificate (HSC). It is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

Higher School Certificate (HSC)

School students in New South Wales generally work towards the HSC in years 11 and 12. It is the highest level of attainment you can reach at school issued by NESA.

To achieve an HSC, students will need:

- to pass the three *HSC minimum standard tests*
- completed the five modules of *All My Own Work*
- to have met all assessment requirements and presented for and made a serious attempt at the HSC examinations
- complete a Preliminary pattern of courses comprising of at least 12 units and an HSC pattern of courses comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English (English Studies Content Endorsed Course satisfies the pattern of study English requirement);
- at least three courses of two units value or greater (Board Developed or Board Endorsed Courses); and
- at least four subjects.
- a student may count a maximum of six units from courses in Science in each study pattern.

Australian Tertiary Admission Rank (ATAR)

Issued by UAC – Universities Admissions Centre.

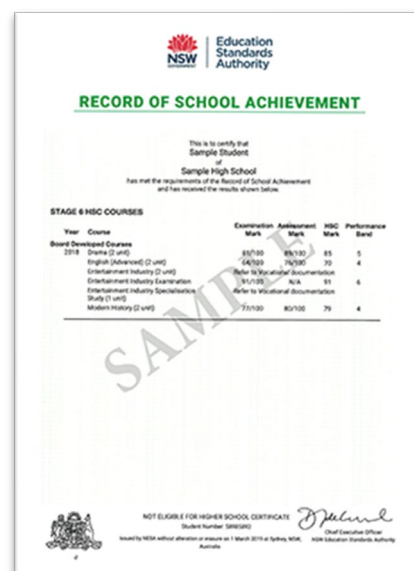
The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (ie all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Some universities also use other criteria when selecting students (eg a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of ATAR courses.

These ATAR courses must include at least:

- at least 10 units of Board Developed Courses including 2 units of English (Compulsory)
- at least 4 Board Developed Courses
- at least 8 units of courses



WHAT TYPES OF COURSES CAN I SELECT?

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

1. BOARD DEVELOPED COURSES

- Syllabus developed by the NSW Education Standards Authority (NESA)
- Have an external exam (HSC)
- Count towards the award an HSC
- Count towards the calculation of the Australian Tertiary Admissions Rank (ATAR)
- Have assessment tasks
- Includes Life Skills courses

2. BOARD DEVELOPED VOCATIONAL EDUCATION & TRAINING (VET) COURSES

- Syllabus developed by the NSW Education Standards Authority (NESA)
- Have an external exam (HSC)
- Count towards the award of an HSC
- Have assessment tasks
- Have work placement hours

Some of these courses will be delivered at the school by staff that have accreditation, while others will be delivered at TAFE. Staff at Killarney Heights High currently have accreditation to deliver the, Hospitality Operations and Cookery.

VET courses will enable students to:

- Study courses which are relevant to industry needs and have clear links to post school destinations
- Qualify for the award of an HSC
- Gain accreditation with industry and the workplace as part of the Australian Qualifications framework (AQF)
- Have a specific workplace component and a minimum number of hours spent in the workplace or a simulated workplace at school (35 hours in Year 11 and in Year 12)
- Receive special documentation showing competencies gained
- Can achieve advanced standing at TAFE equivalent to a Certificate I or II

3. BOARD ENDORSED COURSES

May be studied as 1 or 2 units and as Preliminary and/or HSC courses.

- Do not count towards ATAR
- Syllabus endorsed by the NSW Education Standards Authority (NESA)
- Caters for areas of special interest not covered in the Board Developed Courses (BDC)
- Count towards the award of an HSC
- Do not have an external exam (no HSC exam)
- Have assessment tasks

GUIDELINES FOR SENIOR SCHOOL: PATTERNS OF STUDY

When determining your pattern of study for the senior school, there are a number of factors to consider:

- **All students must study a minimum of 12 units in the Preliminary year.**
- **UNIT VALUE of PRELIMINARY AND HSC COURSES**
In the preliminary and HSC year, courses are described in terms of their unit value.
1 unit courses = 3 periods per cycle = 50 marks
2 unit courses = 7 periods per cycle = 100 marks
- All 2 unit courses are structured into Preliminary and HSC components. Students must satisfactorily complete the Preliminary course before they can gain entry into an HSC course.
- **The Preliminary course will be studied from Terms 1 – 3 in Year 11 and the HSC course will commence in Term 4, Year 11 and continue until the end of Year 12**
- The only **mandatory requirement** is that a student study at least 2 units of English in both Preliminary and HSC courses.
- **Extension study** is available in some subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Extension courses require students to work beyond the standard of the 2 unit course and are available in English, Mathematics, History, Music and some languages. 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. The Extension 2 courses require 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 and are by invitation.
- Board Endorsed Courses may be studied as either Preliminary or HSC courses. **They are counted as units for the HSC but not for Australian Tertiary Admission Rank (ATAR), as there is no HSC examination in these subjects.**
- All Preliminary course work in a subject is to be completed to gain a Year 11 Record of School Achievement (ROSA).
- HSC examinations will be based on HSC content, with the Preliminary content comprising 'assumed knowledge'. Exceptions are all Mathematics courses where Preliminary and HSC content are examined in the HSC.
- The assessment component of HSC is to be based on the HSC course only (except for Mathematics courses).
- The 2 unit Beginners' courses are specifically designed for candidates who wish to undertake a course of study in a language, which begins in Year 11. They may not be undertaken by candidates who have studied 100 hours or more of this language previously.
- The award of an HSC shall be contingent upon consideration by NESA and from the school Principal that progress of the candidate has been satisfactory in Years 11 and 12.

MEASURING ACHIEVEMENTS

This is done by:

School assessments throughout each course, based on set tasks, which may include assignment projects and tests. These school-based assessments tasks will contribute 50% of your HSC mark.

The other 50% will come from the Higher School Certificate examination itself, which measures performance under examination conditions.

The HSC mark for 2 unit courses will be reported on a scale of 0 to 99.95. 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. The band from 90 - 100 (Band 6) will correspond to the highest level of achievement in a 2 unit course.

EXAMINATIONS

Students will sit for the Higher School Certificate, (public examinations) in Board Developed Courses and Board Developed Vocational Education and Training (V.E.T) Courses only.

HSC Minimum Standard Tests

You need to meet the HSC minimum standard to receive the HSC. To show you meet the standard you need to:

- pass the online reading test and
- pass the online writing test and
- pass the online numeracy test.

How is the standard set?

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget.
- Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

HSC ALL MY OWN WORK

A Program in Ethical Scholarship for HSC Students

A mandatory requirement for all candidates for the HSC is the completion of a program in Ethical Scholarship called "HSC All My Own Work". The program is designed to strengthen the capacity of HSC students to follow the principles and practices of good scholarship including understanding and valuing ethical practices related to locating and using information as part of their HSC program. Details on how and when this program is to be delivered will be made available to all students. *This must be completed by the end of Year 10 studies prior to students beginning Preliminary Courses.*



STUDENT NAME: _____

| | | | | |
|-------------------------------------------------------------------------|-----------|--|---------------------------------|--|
| General School Contribution | \$230 | | Tick Box for relevant electives | |
| Sport Levy | 50 | | | |
| Information Technology Levy | 150 | | | |
| Elective - Biology | 20 | | | |
| Elective - Chemistry | 20 | | | |
| Elective - Design & Technology | 70 | | | |
| Elective - Drama | 50 | | | |
| Elective - Earth & Environment Science | 20 | | | |
| Elective - Engineering Studies | 50 | | | |
| Elective - Enterprise Computing | 20 | | | |
| Elective - Food Technology | 100 | | | |
| Elective - French Continuers | 20 | | | |
| Elective - Japanese Beginners and Continuers | 20 | | | |
| Elective - Hospitality (VET) | 210 | | | |
| Elective - Industrial Technology - Timber | 75 | | | |
| Elective - Industrial Technology - Multimedia | 40 | | | |
| Elective - Investigating Science | 30 | | | |
| Elective - Music 1 & 2 | 50 | | | |
| Elective - Physics | 20 | | | |
| Elective - Software Engineering | 20 | | | |
| Elective - Sport, Lifestyle and Recreation | 20 | | | |
| Elective - Textile and Design | 65 | | | |
| Elective - Visual Arts | 100 | | | |
| Course Fee - Maths | 20 | | | |
| Wellbeing Program - Life Ready (compulsory prior to Yr 12) | 70 | | | |
| Sub Total | \$ | | | |
| <i>Add P & C Contribution \$250 per student or \$400 per family</i> | | | | |
| Total | \$ | | | |

The P&C Contribution is \$250 for the first child at the school or \$400 for the entire family. This amount covers all children who attend the school. Your support through the School Contribution enables us to continue to meet the high expectation of our community. Killarney Heights High School aims at providing quality education. We could not hope to reach the standards our community desires without the funds made available by our community, for the most part through the contribution schemes. Thank you for supporting our work.

Sport - Sport Levy includes the costs associated with our three compulsory carnivals

Excursions - Excursions organised during the year by various faculties will also attract a separate charge.

Method of Payment:

- Cash
- Online payment (KHHS Website)
- Credit card - Payment can be made in person at the A block office or by phone
- Personal or bank cheque - Please make cheque payable to Killarney Heights High School and attach to form

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English

English EAL/D (as an Additional Language/Dialect)

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Board Developed Course 2 units for each of Year 11 and Year 12 | Exclusions: English (Standard); English Studies; English (Advanced); English (Extension) |
| The English EAL/D course may be studied by any student who has been educated overseas or in any Australian educational institution with English as the language of instruction for five years or less prior to commencing the Preliminary course. | |
| Course Description In the Preliminary English (EAL/D) course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts. In the HSC English (EAL/D) course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and multimedia. Through this close study of texts, students develop and apply skills in synthesis. | |
| Main Topics Covered Preliminary Course <ul style="list-style-type: none">▪ Module A: Language and Texts in Context▪ Module B: Close Study of Text▪ Module C: Texts and Society▪ Optional teacher-developed module HSC Course <ul style="list-style-type: none">▪ Module A: Texts and Human Experience▪ Module B: Language, Identity and Culture▪ Module C: Close Study of Text▪ Focus on Writing (Studied concurrently with the above modules) | |
| Particular Course Requirements In the Preliminary English (EAL/D) Course students are required to: <ul style="list-style-type: none">▪ Study one substantial literary text, for example film, prose fiction, drama or a poetry text.▪ Study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading. In the HSC English (EAL/D) Course students are required to study three prescribed texts including: <ul style="list-style-type: none">▪ Prose fiction▪ Poetry OR drama▪ Film OR media OR nonfiction Students must study ONE related text in Module A: Texts and Human Experiences. | |

English Advanced

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Board Developed Course 2 units for each of Year 11 and Year 12 | Exclusions: English (Standard) English Studies; English (EAL/D) |
| Course Description In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which may include prose fiction, drama, poetry, nonfiction, film and media and/or multimedia. 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 HSC English (Advanced) 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 types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, and a wide range of additional related texts and textual forms. | |
| Main Topics Covered Preliminary Course: <ul style="list-style-type: none">▪ Common Module – Reading to Write: Transition to Senior English▪ Module A: Narratives that Shape our World▪ Module B: Critical Study of Literature HSC Course: <ul style="list-style-type: none">▪ Common Module – Texts and Human Experience▪ Module A: Textual Conversations▪ Module B: Critical Study of Literature▪ Module C: The Craft of Writing | |
| Particular Course Requirements In the Preliminary English (Advanced) Course students are required to: <ul style="list-style-type: none">▪ Study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. HSC English (Advanced) Course requires the close study of four texts including: <ul style="list-style-type: none">▪ Shakespearian drama▪ Prose fiction▪ Drama or poetry▪ The remaining text may be film, media or nonfiction text or may be selected from one of the categories above. | |

English Standard

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Board Developed Course 2 units for each of Year 11 and Year 12 | Exclusions: English (Advanced); English (EAL/D); English (Extension), English Studies (Category B) |
| Course Description In the Preliminary English (Standard) 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, media and/or multimedia. In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, and a wide range of additional related texts and textual forms. | |
| Main Topics Covered Preliminary Course <ul style="list-style-type: none">▪ Common Module - Reading to Write: Transition to Senior English▪ Module A: Contemporary Possibilities▪ Module B: Close Study of Literature HSC Course <ul style="list-style-type: none">▪ Common Module - Texts and Human Experience▪ Module A: Language, Identity and Culture▪ Module B: Close Study of Literature▪ Module C: The Craft of Writing | |
| Particular Course Requirements In the Preliminary English (Standard) Course students are required to: <ul style="list-style-type: none">▪ Study ONE complex multimodal text in Module A▪ Study ONE substantial print text in Module B▪ Study of range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts HSC English (Standard) Course requires the close study of three prescribed texts including: <ul style="list-style-type: none">▪ Prose Fiction▪ Poetry OR drama▪ Film OR media OR nonfiction | |

English Studies

Board Developed Course

2 units for each of Year 11 and Year 12

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

Exclusions: English (Advanced); English (Standard), English (Extension), English (EAL/D)

Course Description

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

Main Topics Covered

Preliminary Course

- Mandatory Module - Achieving through English: English in education, work and community.
- An additional 2-4 modules designed by the teacher to suit the career aspirations of the students.

HSC Course

- Mandatory Common Module - Texts and Human Experience
- An additional 2-4 Modules including ONE designed by the teacher to suit the career aspirations of the students.

Particular Course Requirements

In the Preliminary course, students are required to:

- Plan, research and deliver an individual or collaborative presentation
- Develop a portfolio of texts they have drafted, edited and presented in a range of forms.
- Engage with the community through interviews, work experience and excursions.

In the HSC course, students are required to:

- Study at least one substantial print text
- Study at least one multimodal text
- Study ONE text from the prescribed text list and one related text for the Common Module.

English Extension

HSC English Extension 1

HSC English Extension 2 **Only Offered in Year 12**

1 unit of study for each of Preliminary and HSC

Prerequisites: (a) English (Advanced)
(b) Preliminary English Extension is a prerequisite for HSC English Extension Course 1
(c) HSC English Extension Course 1 is a prerequisite for HSC English Extension Course 2

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

Course Description

In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. Students also undertake a related research project.

In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.

Main Topics Covered

Preliminary Extension Course

The course has one mandatory section: Module: Texts, Culture and Value.

HSC English Extension Course 1 includes:

- Common Module: Literary Worlds; and ONE elective option.

HSC English Extension Course 2 includes:

- The composition process.
- Major work
- Reflection statement
- The major work journal

Particular Course Requirements

In the **Preliminary English (Extension) Course** students are required to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

HSC English Extension Course 1 requires the study of at least THREE prescribed texts including:

- TWO extended print texts.
- TWO related texts

HSC English Extension Course 2 requires completion of a Major Work and a Statement of Reflection.

Mathematics

Mathematics Advanced

Preliminary course No: 11255 Mathematics Advanced

HSC Course No: 15255 Mathematics Advanced

2 units for each Preliminary and Higher School Certificate (HSC) Board Developed Course.

Prerequisites:

The course is constructed on the assumption that students have studied and achieved all Stage 5.1 and 5.2 outcomes, and have a good achievement of most Stage 5.3 content and outcomes.

Students who have a good achievement in one of the 10 MAT X/Y classes, or a high achievement in the 10 MAT O class, are suitably prepared for this course. Consult your teacher if you are unsure.

Exclusions:

Mathematics Standard.

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 course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

Main Topics:

Preliminary course (120 hours):

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

HSC course (120 hours):

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

Assessment:

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20- 30%.

The Year 12 formal school-based assessment program is to reflect the following requirements:

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

More information: For more information, please visit the below link.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

Mathematics Extension 1

Preliminary course no: 11250 Mathematics Extension
HSC course no: 15250 Mathematics Extension 1

1 unit for each Preliminary and Higher School Certificate (HSC) Board Developed Course

Prerequisites:

The course is constructed on the assumption that students have studied and achieved all Stage 5.1, 5.2 and 5.3 outcomes.

Students who have a high achievement in one of the 10 MAT X/Y classes are suitably prepared for this course. Consult your teacher if you are unsure.

Corequisites:

Mathematics Advanced.

Exclusions:

Mathematics Standard 1 and 2.

Course Description:

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

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.

Main Topics:

Preliminary course:

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

HSC course:

- Proof
- Vectors
- Trigonometric Equations
- Calculus
- Statistical Analysis

Assessment:

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%

More information: For more information, please visit the below link.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

Mathematics Extension 2 -Year 12 only

HSC course no: 15260 Mathematics Extension 2

1 unit additional to the Mathematics Extension 1 course, and is only studied in Year 12, Board Developed Course.

Prerequisites:

The course is constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension Year 11 course.

Students who have a high achievement in the Mathematics Extension Year 11 course may be invited to study the Mathematics Extension 2 course at the commencement of Year 12.

Exclusions:

Mathematics Standard 1 and 2

Course Description:

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

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

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

Main Topics:

HSC course:

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

HSC Examination Specifications:

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%

More information: For more information, please visit the below link.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

Mathematics Standard

Preliminary course no: 11236 Mathematics Standard

HSC course no: 15236 Mathematics Standard 2

2 units for each Preliminary and Higher School Certificate (HSC) Board Developed Course

Prerequisites:

The course is constructed on the assumption that students have studied and achieved all Stage 5.1 outcomes and have a good achievement of most Stage 5.2 content and outcomes.

Students who have a good achievement in one of the 10 MAT X/Y/H/P/N/O classes are suitably prepared for this course. Consult your teacher if you are unsure.

Exclusions:

Students may **NOT** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

Course Description:

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

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

Main Topics:

Preliminary course:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

HSC course (Standard 2):

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

Assessment:

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20- 30%.

The Year 12 formal school-based assessment program is to reflect the following requirements:

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

More information: In Year 12, students have the option of studying either Mathematics Standard 1 or Standard 2. For more information, please visit the below link.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

CAPA

Each CAPA subject requires a major project for HSC which is to be submitted / performed in Term 3 of the HSC year, as well as an exam in Term 4.

It is recommended that if students select more than one CAPA subject that they work toward improved organisation and study skills so that they can manage the performance / project demands.

Drama

Board Developed Course

2 units for each of Year 11 and Year 12

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

Drama is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values through the study of theatre. By studying this major art form students acquire skills in theatrical interpretation, communication, performance and critical analysis. The academic rigour of Drama will develop the talents and capacities of all students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem.

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.

HSC Course

Australian Drama and Theatre and *Studies in Drama and Theatre*: involves the theoretical study of plays, and explore the themes, issues and social values of the texts through practical workshop performances. Students develop their skills in extended response writing, culminating in a theory exam in the HSC. (40%)

The Group Performance: each student collaborates with a group to devise and perform a piece of original theatre. (30%)

The Individual Project students learn how to initiate and present a practical project in an area of interest developed during study in the Preliminary course. Students learn how to develop directorial concepts and realise these ideas in a practical design product, performance or folio. Students choose their project from one of the following areas: Critical Analysis, Design (Lighting, Costume or Promotion), Performance, Script-writing or Video Drama.

Main Topics Covered

Preliminary HSC

Improvisation, Playbuilding and Acting
Elements of Production in Performance
Theatrical Traditions and Performance Styles

HSC

Australian Drama and Theatre (Core component)
Studies in Drama and Theatre (Black Comedy)
Individual Project
Group Performance (Core component)

Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. The study of Stage 5 Drama is an advantage but not a requirement.

Music 1

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Board Developed Course 2 units for each of Year 11 and Year 12</p> | <p>Exclusions: Music 2, Music Extension (HSC only)</p> |
| <p>Course Description</p> <p>In Music 1, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural skills within the context of a range of styles, periods and genres. Contemporary musical styles are studied in relation to performance and is a popular choice for non-readers of notation.</p> <p>In the Preliminary Music 1 course, students study music for Film, Radio, TV and Multimedia, Music of a Culture and music for Small Ensembles. Students complete performances, compositions and discussions of music in all these areas.</p> <p>In the HSC Music 1 course, students have the opportunity to choose electives that best suit their capabilities, whether it be performing, composing or analysing music. Students choose 3 topics from a list of topics that includes Music of the 20th Century, Jazz, Rock, Popular, Theatre, and many more.</p> | |
| <p>Main Topics Covered</p> | |
| <p>Preliminary HSC</p> <p>Students study three topics in each Preliminary and HSC course. Topics are chosen from a range of styles periods and genres. For example:</p> <ul style="list-style-type: none"> Film Music Music for Small Ensembles Music of a Culture | <p>HSC</p> <p>In addition to core studies in Performance, Composition, Musicology and Aural, students select three electives in any combination of; Performance, Composition and Musicology. These electives must represent each of the three topics studied in the course.</p> <p>Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.</p> |
| <p>Particular Course Requirements</p> <p>The study of Stage 5 Music and the ability to play an instrument and ability to read musical notation is highly recommended for the study of this course. However, these requirements are not compulsory.</p> | |

Music 2

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Board Developed Course 2 units for each of Year 11 and Year 12 | Exclusions: Music 1, Music Extension (HSC only) |
| Course Description <p>The purpose of Music 2 is to provide students with the opportunity to build on the knowledge, skills, understanding and attitudes gained in Music 7- 10. The course provides students with opportunities to extend their musical knowledge with a focus on Western art music and it will serve as a pathway for further formal study in tertiary institutions or in fields that use their musical knowledge.</p> <p>In the Preliminary Music 2, students study the contexts of music which includes the styles, historical periods and genres. The Mandatory Topic studies music from 1600-1900 and an Additional Topic examines music from 1900-1945. Students will learn to perform, compose and analyse music in styles which represent these topics.</p> | |
| Main Topics Covered | |
| Preliminary HSC Students study three topics in each Preliminary and HSC course. Topics are chosen from a range of historical periods and classical genres. For example: <ul style="list-style-type: none"> • Mandatory topic - music from 1600 - 1900 • Mandatory Composition • Additional topic - music from 1900 - 1945 | HSC Students study three topics as outlined below: <ul style="list-style-type: none"> • Music From the Last 25 years • Mandatory topic • Additional topic <p>In the HSC Music 2 course, students must complete a core performance, sight singing and composition as part of their practical HSC exam. Students also have the opportunity to choose electives that best suit their capabilities, whether it be performing, composing or analysing.</p> |
| Particular Course Requirements <p>The study of Stage 5 Music at an exemplary level is recommended. Additionally, the proficient ability to play an instrument, read and compose musical notation is absolutely necessary for success in this course.</p> | |

Visual Arts

Board Developed Course

2 units for each of Year 11 and Year 12

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

The Preliminary course is broadly focused, while the HSC course provides deeper and more complex investigations into artists and their practice.

Visual Arts involves students in art **making, art criticism and art history**. Students develop their own artworks, culminating in a 'Body of Work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary study prepares students for the different ways the visual arts may be interpreted and how students might develop their own informed points of view. In the HSC, students will develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations and artmaking practice.

Students submit their final Body of Work to NESA, comprising 50% of the course. Students sit an art theory exam with short answer questions and extended response essay, comprising 50% of the course.

Main Topics Covered

Preliminary HSC

Students aim to build their theoretical understanding and practical skills in the Preliminary year, through the study of various artist styles, practices and forms.

Topics:

Representations of the Australian Landscape
Modernism
Art History

HSC

Students focus on developing their own practice art making, art criticism, and art history, culminating in the Body of Work and theory exam.

Particular Course Requirements

The Preliminary course requires the production of artworks in at least three expressive forms and use of a visual arts process diary. Additionally, students must undertake a broad investigation of ideas in art making, art criticism and art history.

The HSC course requires the development of a Body of Work and use of a visual arts process diary, a minimum of five Case Studies (4-10 hours each) and deeper and more complex investigations in art making, art criticism and art history.

A proficiency in extended essay writing is also highly recommended for the study of Visual Arts.

HSIE

All HSIE subjects require students to demonstrate skills in critical thinking and analysis through extended writing. Students who select any HSIE subject must have a willingness to develop their academic writing skills.

Recommendation: students who select **Economics** should also undertake a high level of mathematics. Students who select **Society and Culture** only select one other subject with a major work component

Ancient History

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

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

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

The study of Ancient History requires students to understand and use historical concepts and apply skills in their investigation of the ancient world. It draws upon the methods used by historians and archaeologists to investigate sources from the past, and to communicate their findings and interpretations. In Ancient History, students engage with a range of sources, both physical and written.

Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. The knowledge, understanding and skills that students acquire through studying Ancient History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

Main Topics Covered

Preliminary Course

Part I: Investigating Ancient History

Part II: Features of Ancient Societies: For example, slavery, weaponry, funerary practice, and status of women

Part III: Historical Investigation

HSC Course

Part I: Core Study: Cities of Vesuvius

Part II: Ancient Society: For example, Sparta or Middle Kingdom Egypt

Part III: Personality in their Times: For example, Alexander the Great, Julius Caesar, Pericles, or Akhenaten

Part IV: Historical Period: For example, the Greek World, or Fall of the Roman Republic

Modern History

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

The study of Modern History requires students to understand and use historical concepts and apply skills in their investigation of people, ideas, movements, events and developments of the modern world within personal, local, national, regional and global contexts. Students are introduced to the complexities associated with the changing nature of sources, their expanding quantity, range and form, and the distinctive characteristics of modern historical representation. Students are encouraged to interpret sources for evidence, establish which evidence is relevant to an inquiry, and use evidence to construct and analyse historical accounts.

Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. It enables students to acquire knowledge and to understand how knowledge is constructed.

Students develop transferable skills associated with the process of historical inquiry and the interplay of historical evidence and argument. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding, from the close study of people and events to the analysis and interpretation of broader developments that have shaped the modern world.

The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

Main Topics Covered

Preliminary Course

- Part 1: Investigating Modern History
- Part II: Historical Investigation
- Part III: The Shaping of the Modern World

HSC Course

- Part I: Core Study: Power and Authority in the Modern World 1919 - 1946
- Part II: National Studies: For example, America 1919-1941 or Russia 1917-1941
- Part III: Peace and Conflict: For example, Conflict in Indochina, Conflict in Europe 1935-1945
- Part IV: Change in the Modern World: Civil Rights in the USA, Changing World Order, or Apartheid in South Africa

Business Studies

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.

As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

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. Students also investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.

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. In addition, a significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and competencies for life.

Main Topics Covered

Preliminary Course

- Nature of Business
- Business management
- Business planning

HSC Course

- Operations
- Marketing
- Finance
- Human resources

Economics

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC courses should have knowledge and skills enabling them to:

- comprehend the background and implications of contemporary economic issues
- discuss appropriate policies to solve economic problems and issues
- understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy
- identify fluctuations in the global and Australian economies and their likely effects on business
- understand reasons for changes in employment patterns
- identify, using economic thinking, appropriate strategies to protect the natural environment.

The discipline of economics has a theoretical basis and economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling. Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making.

The study of Economics Stage 6 allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suit their interests. The course benefits students when they pursue further education and training, employment and active participation as citizens.

Main Topics Covered

Preliminary Course

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

HSC Course

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management

Geography

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

Geography is the study of places, people and environments, and their interrelationships, and integrates knowledge from the natural sciences, social sciences and humanities. It develops students' sense of curiosity about the places, environments and cultures that make up our world, enabling them to be more attuned to its diversity and complexity. Geography promotes understanding of the role of natural systems and human activity in shaping the world and how they may vary from place to place.

Integral to the discipline of Geography is the investigation of spatial patterns and distributions across the Earth's surface, at varying scales of study. Geography considers how different processes and influences interact to form and transform particular places, environments, and natural and human phenomena. It involves inquiry into the ways in which people, places and environments are interdependent, and the nature, rate and extent of change that is shaping our world. It has a critical role to play in proposing options and evaluating responses to contemporary challenges, many of which are increasingly global, to inform effective long-term management.

Geography provides students with the opportunity to investigate the sustainable environmental management practices of communities, including those of Aboriginal and Torres Strait Islander Peoples, and other Indigenous Peoples. These sustainable practices have been developed and implemented with an understanding of the need for the interdependence of natural systems and people.

The study of Geography requires students to understand and apply geographical tools and the concepts of place, space, environment, interconnection, scale, sustainability and change, to make sense of their world. As a discipline, Geography values inquiry methods, ethical practices, critical analysis, reasoning, statistical literacy, holistic thinking, consideration of context, and spatial awareness. Fieldwork, in all its various forms, is central to geographical inquiry as it enables students to develop their understanding of the world through direct experience.

The study of Geography enables students to seek credible information and evidence, consider and evaluate differing views, and express their own ideas and arguments. It encourages students to reflect on their relationship with and responsibility for the world, as active and informed citizens, and the role that individuals, communities, organisations, corporations and governments can play, collectively, in maintaining the ecological processes on which human wellbeing and all life depend.

Preliminary Course

- Earths natural systems: For example, ecological systems and the global commons
- People, patterns and processes: For example, political power and contested spaces and local places and global economic change
- Human-Environment interactions: For example, contemporary hazards and climate change
- Geographical investigation

HSC Course

- Global sustainability: For example, the investigation of a global economic activity
- Rural and urban places: For example, the comparison between large overseas cities and rural locations
- Ecosystems and global biodiversity: For example, The Great Barrier Reef and Mt Kosciusko

Legal Studies

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.

Students focus on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.

The Legal Studies course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. The course will assist in the development of students' knowledge of their basic legal rights and responsibilities in a broad selection of contexts which appeal to their interests. The skills developed in Legal Studies empower students to become critical learners and thinkers.

The Legal Studies course also provides learning that prepares students for further education and training, employment and full and active participation as citizens in Australia and in the global society. Students gain the skills of critical analysis, independent research, collaboration, and effective communication. Legal Studies provides a context for the development of higher-order thinking skills necessary for further education, work and everyday life, and a range of other employability skills.

Main Topics Covered

Preliminary Course

Part I – The Legal System

Part II – The Individual and the Law

Part III – The Law in Practice

HSC Course

Core Part I: Crime

Core Part II: Human Rights

Two options : For example Family Law and World Order

Society and Culture

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

The central goal of Society and Culture is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.

Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology. Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:

- themselves
- their own society and culture
- the societies and cultures of others.

Students are provided with essential concepts, skills, competencies and knowledge to encourage a process of independent thinking that can be used to explain patterns of behaviour, solve problems, and engage in and actively contribute to all levels of society.

Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse social theories and **complementary** and contrasting viewpoints about people, societies and cultures. Society and Culture promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.

Society and Culture encourages students to manage their own learning, including opportunities to experience working within teams. In allowing students to study in areas of direct relevance to their lives, Society and Culture contributes greatly to the promotion of lifelong learning, providing opportunities for students to acquire a range of skills to support such learning.

The study of Society and Culture prepares students for adult life by developing knowledge, understanding, skills and other qualities associated with effective citizenship at local, national, regional and global levels. In so doing, it forms a basis for moving towards a more just society through positive in community life and attaining social and cultural literacy.

Main Topics Covered

Preliminary Course

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

HSC Course

- Personal Interest Project
- Social and Cultural Continuity and Change
- Two Depth Studies: Popular Culture and Social Inclusion and Exclusion

Languages

French Continuers

Board Developed Course

2 units for each of Year 11 & Year 12

Prerequisites: Year 10 French or equivalent knowledge is assumed.

Exclusions: French Beginners

Course Description

The course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge of French 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 French-speaking communities through the study of a range of texts.

Themes:

- the individual
- the French-speaking communities
- the changing world

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying the culture of French-speaking communities through texts

Particular Course Requirements: Nil

French Extension – Year 12 only

Board Developed Course

1 unit for HSC in Year 12

Co - requisites: French Continuers

Exclusions: Nil

Course Description

This course provides students with the opportunity to extend their ability to use and appreciate French as a medium for communication and creative thought and expression. The organisational focus of the French Extension course is the theme: the individual and contemporary society. A number of issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts.

Theme:

- The individual and contemporary society.

Prescribed Issues:

- Acceptance
- Identity
- Resilience

Students' knowledge and understanding of the issues are developed through tasks such as:

- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing texts

Particular Course Requirements: Nil

Japanese Beginners

Board Developed Course

Course No. 11740 – Preliminary

Course No. 15820 – HSC

2 units for each of Preliminary (Y11) and HSC (Y12)

Exclusions:

Japanese Continuers; Japanese Extension; Japanese In Context; Japanese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to [Languages courses Eligibility Criteria](#).

Course Description:

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.

Main Topics Covered

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

Particular Course Requirements: Nil

Japanese Continuers

Board Developed Course

Course No. 11750 Preliminary

Course No. 15830 HSC

2 units for each of Preliminary (Y11) and HSC (Y12)

Prerequisites:

200-400 hours study of the language or equivalent knowledge is assumed.

Exclusions:

Japanese Beginners; Japanese In Context; Japanese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to [Languages courses Eligibility Criteria](#).

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.

| Prescribed Themes | Mandatory Topics |
|-----------------------------------|---------------------------------------------------------|
| The individual | Personal world Daily life Leisure Future plans |
| The Japanese-speaking communities | Travelling in Japan Living in Japan Cultural life |
| The changing world | The world of work Current issues |

Particular Course Requirements: Nil

Japanese Extension – Year 12 only

| Board Developed Course (Course No. 15850) 1 unit for HSC (Y12) | | | | | | | | | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------|--------------------|--------------|--------------|--------------|-------------------|----------------|----------|------------------------|----------------|-------------|---------------|------------------|------------------|--|--|
| Prerequisites: The Japanese Continuers Preliminary course. | | | | | | | | | | | | | | | | | |
| Co-requisites: The Japanese Continuers HSC course. | | | | | | | | | | | | | | | | | |
| Exclusions: Nil | | | | | | | | | | | | | | | | | |
| Course Description: The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression. | | | | | | | | | | | | | | | | | |
| Prescribed issues: | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Connectedness</th> <th>Journeys</th> <th>Impact of the past</th> </tr> </thead> <tbody> <tr> <td>For example:</td> <td>For example:</td> <td>For example:</td> </tr> <tr> <td>people and places</td> <td>self-discovery</td> <td>memories</td> </tr> <tr> <td>traditions and beliefs</td> <td>making choices</td> <td>experiences</td> </tr> <tr> <td>communication</td> <td>hopes and dreams</td> <td>city and country</td> </tr> </tbody> </table> | Connectedness | Journeys | Impact of the past | For example: | For example: | For example: | people and places | self-discovery | memories | traditions and beliefs | making choices | experiences | communication | hopes and dreams | city and country | | |
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| For example: | For example: | For example: | | | | | | | | | | | | | | | |
| people and places | self-discovery | memories | | | | | | | | | | | | | | | |
| traditions and beliefs | making choices | experiences | | | | | | | | | | | | | | | |
| communication | hopes and dreams | city and country | | | | | | | | | | | | | | | |
| Prescribed text: Text type: Film Title: <i>Kimi no Na wa</i> (Your Name) 2016 Director: Makoto Shinkai | | | | | | | | | | | | | | | | | |
| Particular Course Requirements: Nil | | | | | | | | | | | | | | | | | |

Science

Recommendation:

Students studying 2 or more Sciences should include *Investigating Science* or *Earth and Environmental Science* as one of their choices.

Biology

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

Biology is the study of living organisms, life processes and interactions between organisms and their environment. The coursework explores the diversity of life on earth from a molecular to a biological systems level and examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to personal and public health issues in a changing world.

Biology uses scientific processes to develop scientific investigative skills. Students are provided with opportunities to conduct biological experiments and investigations both individually and collaboratively. The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of research and data, students are encouraged to solve problems and apply knowledge of biological interactions.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. It provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries such as health, medicine, environmental science, genetics, human movement science etc. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Topics Covered**Year 11 Course Modules**

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

Topics Covered**Year 12 Course Modules**

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

Particular Course Requirements

Each module specifies content and provides opportunities for students to achieve the Biology skill outcomes. A depth study is any type of investigation that allows for further development of concepts within, or inspired by the syllabus. These allow for a deeper understanding to be developed and for students to pursue their interests. The Year 11 and Year 12 courses include depth studies of which, at least, 15 hours of the course study time will be allocated in each year. Practical investigations are an essential part of the Year 11 and Year 12 Biology course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Chemistry

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level. The course explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries. The course focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between phenomena.

Chemistry involves using differing scales, specialised representations such as chemical formula, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school and supports participation in a range of careers in chemistry and related interdisciplinary industries, this might include industrial chemistry, biochemistry and organic chemistry. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Topics Covered

Year 11 Course Modules

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

Topics Covered

Year 12 Course Modules

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Particular Course Requirements

Each module specifies content that provides opportunities for students to achieve the Chemistry skill outcomes. A depth study is any type of investigation that allows for further development of concepts within, or inspired by the syllabus. These allow for a deeper understanding to be developed and for students to pursue their interests. The Year 11 and Year 12 courses includes depth studies of which, at least, 15 hours of the course study time will be allocated in each year. Practical investigations are an essential part of the Year 11 and Year 12 Chemistry course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Earth and Environmental Science

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

Earth is a unique planet within our solar system and is the only planet known to have life, more importantly it is this planet on which we humans live. As our way of life depends on the natural resources and ecosystem services provided by Earth's resources and processes, the study of Earth and Environmental Science is a critical field in building a sustainable future.

The course explores a wide range of topics from the formation of Earth and its processes, to the use of resources, the origins of life, climate science and natural disasters. In the Year 11 course students explore the formation of earth and the complex interactions between its spheres. The use of non-renewable resources is studied, with students developing an understanding of managing resources such as soil and water, as well as the impacts of invasive species. Students then investigate plate tectonics, the energy transformations which occur during plate movements, and the natural disasters which result from these movements. In the Year 12 course students engage with inquiry questions to develop a deeper understanding of these concepts first exploring the origins of life and the major forces and processes that have shaped and changed our Earth. Students investigate natural hazards, extreme weather events and natural disasters such as earthquakes and volcanoes. Students then dive into climate science, (arguably) the most important issue of our time, and then explore the complex nature of resource management, learning about the use of both renewable and non-renewable resources, waste management and the realities of working towards a sustainable future.

This course has a strong practical focus with the development of scientific skills interwoven with the delivery of content. Students participate regularly in first hand investigations and research tasks using secondary sources. These may be conducted individually, however, many will be conducted collaboratively with students working in teams. Fieldwork is an integral part of this course and many skills will be developed answering research questions outside of the classroom, in the environments which are being studied.

The course provides the foundation knowledge and skills required to study Earth and Environmental Science after completing school, and supports participation in careers in a range of related industries. The application of Earth and Environmental Science is essential in addressing current and future environmental issues and challenges. With the issues posed by a changing climate and a growing demand for resources Environmental Science has a central role to play in making important decisions for our future.

Topics Covered

Year 11 Course Modules

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

Topics Covered

Year 12 Course Modules

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

Particular Course Requirements

Each module specifies content that provides opportunities for students to achieve the Earth and Environmental Science skill outcomes. A depth study is any type of investigation that allows for further development of concepts within, or inspired by the syllabus. These allow for a deeper understanding to be developed and for students to pursue their interests. The Year 11 and Year 12 courses includes depth studies of which, at least, 15 hours of the course study time will be allocated in each year. Practical investigations are an essential part of the Year 11 and Year 12 Earth and Environmental Science course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Investigating Science

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

The Investigating Science course is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science and the specific working scientifically skills, processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing The Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. If students plan to study multiple sciences it is encouraged they consider Investigating Science as one of these, as this will support them in achieving highly in their other Science courses.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Topics Covered

Year 11 Course Modules

- Cause and Effect - Observing
- Cause and Effect - Inferences and Generalisations
- Scientific Models
- Theories and Laws

Topics Covered

Year 12 Course Modules

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

Particular Course Requirements

Each module specifies content that provides opportunities for students to achieve the Investigating Science skill outcomes. A depth study is any type of investigation that allows for further development of concepts within, or inspired by the syllabus. These allow for a deeper understanding to be developed and for students to pursue their interests. The Year 11 and Year 12 courses includes depth studies of which, at least, 30 hours of the course study time will be allocated in each year. Practical investigations are an essential part of the Year 11 and Year 12 Investigating Science course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Physics

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

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

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

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

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

Topics Covered

Year 11 Course Modules

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

Topics Covered

Year 12 Course Modules

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Particular Course Requirements

Each module specifies content that provides opportunities for students to achieve the Physics skill outcomes. A depth study is any type of investigation that allows for further development of concepts within, or inspired by the syllabus. These allow for a deeper understanding to be developed and for students to pursue their interests. The Year 11 and Year 12 courses includes depth studies of which, at least, 15 hours of the course study time will be allocated in each year. Practical investigations are an essential part of the Year 11 and Year 12 Physics course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

PDHPE

Personal Development, Health, Physical Education

PDHPE is very different to years 7-10 as it is an academic subject that students need well developed writing skills to succeed in. While some content involves practical applications, less than 5% of the time would be spent on practical activities.

SLR is a subject for students who are wanting to be active and choose a subject similar to PDHPE in years 7-10. Half the course involves practical activities participating in different sports. Some modules that students undertake include Games and Sport Applications, Sports Administration, Fitness, Sport in Australian society and Outdoor Education.

Community and Family Studies - CAFS

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description:

Community and Family Studies Stage 6 aims to develop student's ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

Students will complete assessment tasks that include; creating a goal-setting portfolio which assesses their ability to develop goals and manage resources, researching a leader and the leadership style they use and "A Weekend of Parenting" which involves looking after a virtual baby.

Preliminary Course

Resource Management

- Basic concepts of resource management. Indicative course time: 20%

Individuals and Groups

- The individual's roles, relationships and tasks within and between groups. Indicative course time: 40%

Families and Communities

- Family structures and functions, and the interaction between family and community. Indicative course time: 40%

HSC Course

Research Methodology

- Research methodology and skills culminating in the production of an Independent Research Project. Indicative course time: 25%

Groups in Context

- The characteristics and needs of specific community groups. Indicative course time: 25%

Parenting and Caring

- Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. Indicative course time: 25%

Social Impact of Technology

- The impact of evolving technologies on individuals and lifestyle. Indicative course time: 25%

PDHPE

Personal Development, Health and Physical Education

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

It is important to note that PDHPE in year 11 and 12 is very different to PDHPE in years 7-10. The main difference is there is only a very small practical component in the senior subject and students need good writing skills to achieve highly in the HSC.

The Preliminary course examines a range of areas that underpin health and physical activity. Core 1 includes how people think about health and the variety of factors that impact health status. Health promotion initiatives and frameworks used within Australia are also closely analysed. Core 2 looks at the body systems, components of fitness, biomechanics and their relationship to how the body moves. Students will study options in areas such as first aid, outdoor recreation and fitness choices.

Students will complete an assessment task on health promotion and the various roles of individuals, groups and government in health promotion. In core 2 students will test the components of fitness and developed a personal fitness profile. Other fun practical activities involve exploring how the body absorbs a force by throwing eggs to a partner over increasing distances and exploring balance and stability principles through controlled partner challenge type scenario's.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. Students investigate the health of young people or of groups experiencing health inequities. In optional topics, students focus on improved performance and safe participation by learning about advanced approaches to training. Sports Medicine is also studied, with students focusing on safety aspects of training, event management and the specialised needs of different groups.

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students study two of the following Options:

- First Aid or Outdoor Education
- Fitness Choices

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students study two of the following Options:

- Sports Medicine
- Improving Performance or Sport and Physical Activity in Australian

Sport, Lifestyle and Recreation - SLR

Board Endorsed Course

May be studied as 1 or 2 units and as Preliminary and/or HSC courses.

- Does not count towards ATAR
- Syllabus endorsed by the NSW Education Standards Authority (NESA)
- Caters for areas of special interest not covered in the Board Developed Courses (BDC)
- Counts towards the award of an HSC
- Does not have an external exam (no HSC exam)
- Has assessment tasks

Board Endorsed Course- (Non ATAR)

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.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

TAS

Technology and Applied Science

Recommendation:

Hospitality and **Food Technology** require the prompt payment of elective subject fees to cover the purchase of ingredients and in Hospitality, a uniform and knife kit.

Engineering Studies and **Software Design and Development** requires students to have high level Advanced Mathematics.

Design and Technology, **Industrial Technology Timber** and **Multimedia, Textiles and Design** require a Major Design Project for HSC which is to be submitted in Term 3 of the HSC year, as well as an exam in Term 4. It is recommended that if students select more than one TAS subject that they work toward improved organisation and study skills so that they can manage the management of the major project and its demands.

Engineering Studies

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

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, including civil, biomedical, telecommunications and aeronautical engineering.

Preliminary Course

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

- Three application modules (based on engineered products), including Braking Systems
- One focus module relating to the field of Biomedical.

HSC Course

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

- Two application modules focused on civil structures; personal and public transport.
- Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements

Students develop an Engineering Report for each module studied.

At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

This course involves practical work that requires the wearing of appropriate protective footwear in all workshops. This is a mandatory requirement.

Enterprise Computing

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

The study of *Enterprise Computing 11-12* enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Students perform project work and apply their knowledge and skills in: interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems. Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Preliminary Course

The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.

Year 11 course (120 hours)

| Year 11 | Indicative hours |
|-------------------------------------------|------------------|
| Interactive Media and the User Experience | 40 |
| Networking Systems and Social Computing | 40 |
| Principles of Cybersecurity | 40 |

HSC Course

The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

Year 12 course (120 hours)

| Year 12 | Indicative hours |
|---------------------|------------------|
| Data Science | 30 |
| Data Visualisation | 30 |
| Intelligent Systems | 30 |
| Enterprise Project | 30 |

Design and Technology

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two minor design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design portfolio.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. A case study of an innovation is also required with students identifying the factors underlying the success of the innovation, analyse associated ethical issues and discuss its impact on Australian society.

Main Topics Covered

Preliminary Course

Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study of a recent innovation and the study of designing and producing, including a Major Design Project of choice. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of 2 minor design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

This course involves practical work that requires the wearing of appropriate protective footwear in all workshops. This is a mandatory requirement.

Food Technology

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

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 and the impact of technology; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. The study of marketplace trends and their implications are also incorporated. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Preliminary Course

- Food Availability and Selection
- Food Quality
- Nutrition

HSC Course

- Involves the study of The Australian Food Industry
- Food Manufacture.
- Food Product Development.
- Contemporary Nutrition

Particular Course Requirements

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 must earn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand. This will also include the wearing of appropriate protective footwear in all kitchens. This is a mandatory requirement.

Industrial Technology

Board Developed Course

2 units for each of Year 11 and Year 12

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

Course Description

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 at KHHS are:

Multimedia Technologies, or Timber Products and Furniture Technologies.

Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design, Management and communication – designing, drawing, computer applications, project management, literacy, calculations, graphics
- Production – display a range of skills through the construction of a major project
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies

HSC Course

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

- Industry Study
- Design, Management and communication
- Production
- Industry related manufacturing technology

Particular Course Requirements

In the Preliminary course, students must design, develop and construct a minimum of 2 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.

The Timber course involves practical work that requires the wearing of appropriate protective footwear in all workshops. This is a mandatory requirement.

Software Engineering

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

The study of *Software Engineering 11-12* enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills in: programming fundamentals, the object-oriented paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and use the acquired knowledge and skills to develop a software engineering project. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Preliminary Course (120 hours)

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

| Year 11 | Indicative hours |
|------------------------------|------------------|
| Programming Fundamentals | 40 |
| The Object-Oriented Paradigm | 40 |
| Programming Mechatronics | 40 |

HSC Course (120 hours)

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.

| Year 12 | Indicative hours |
|------------------------------|------------------|
| Secure Software Architecture | 30 |
| Programming for the Web | 30 |
| Software Automation | 30 |
| Software Engineering Project | 30 |

Textiles and Design

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

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 end use.

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 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.

Preliminary Course

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries

HSC Course

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries
- Major Textiles Project (50%).

Particular Course Requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focus 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 focus 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.

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.

VET Industry Curriculum Frameworks - (taught in schools)

Course descriptions for VET Industry Curriculum Frameworks are available on the Vocational Education page of the Board's website at:

http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html

- Business Services
- Construction
- Entertainment
- Hospitality
- Information Digital Media and Technology
- Retail Services

These are dual accredited; NESA and the Australian Qualifications Framework (AQF).

These courses count towards an HSC and those that also have the option of sitting an HSC examination, provided it is undertaken, will count towards an ATAR. There is also a 70 hour work placement component which is competency based.

The only VET subject taught at Killarney Heights High School is:

Hospitality, Operation and Cookery.

Hospitality, Operation and Cookery



Education

2024 Cookery Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162

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

Course: Hospitality

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) <https://training.gov.au/Training/Details/SIT20421>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.

Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency

| Core | | Elective | |
|------------|-----------------------------------------------|------------|---------------------------------------------|
| SITXFSA005 | Use hygienic practices for food safety | SITXFSA006 | Participate in safe food handling practices |
| SITXWHS005 | Participate in safe work practices | SITHCCC025 | Prepare and present sandwiches |
| SITHCCC023 | Use food preparation equipment | SITHCCC024 | Prepare and present simple dishes |
| SITHCCC027 | Prepare dishes using basic methods of cookery | SITHCCC026 | Packaged prepared foodstuffs |
| SITHCCC034 | Work effectively in a commercial kitchen | SITXCOM007 | Show social and cultural sensitivity |
| SITHKOP009 | Clean kitchen premises and equipment | SITXCCS011 | Interact with customers |
| SITXINV006 | Receive, store and maintain stock | | |

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service

- teamwork
- using technologies
- creating documents

Examples of occupations in the hospitality (kitchen operations) industry:

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- take-away cook
- function cook

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. You should be work ready before work placement.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

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

Course Cost: Preliminary - \$210

Additional cost for the purchase of Hospitality uniform and knife kit.

Refunds

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

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

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>

Vocational Education and Training Taught at TAFE

PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222 Vocational Education and Training (VET) Courses

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

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on National Training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

There are two types of Stage 6 VET courses available to students:

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

Board Developed VET courses have specified workplace requirement and include a minimum of 70 hours of **mandatory** industry specific **work placement** that may include up to 50% simulated workplace hours at school as specified by NESA.

2. **Board Endorsed VET Courses** count towards the HSC or RoSA but do not have an HSC examination and therefore do not count in the calculations of the ATAR. Many Board Endorsed VET Courses have mandatory industry specific work placement as specified by NESA.

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

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

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

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



TAFE NSW Sydney Region – 2023 TVET Course List

2024 Course List will be available shortly and updated on the TAFE NSW website

| Industry Curriculum Framework NESA Course Name | Delivery | ATAR | Bradfield | Enmore | Gymea | Hornsby | Loftus | Meadowbank | Northern Beaches | Randwick | Ryde | St George | St Leonards | Ultimo |
|-----------------------------------------------------------------------------|----------|------|-----------|--------|-------|---------|--------|------------|------------------|----------|------|-----------|-------------|--------|
| Information and Digital Technology (Digital Animation / Gaming Development) | 2u x 1y | No | | | | | | | | | | | ■ | |
| Information and Digital Technology (Digital Animation) | 2u x 2y | Yes | | | | ■ | | | | | | | | |
| Information and Digital Technology (Digital Animation) | 2u x 1y | No | | | | ■ | | | | | | | | |
| Information and Digital Technology (Networking and Hardware) | 2u x 2y | Yes | | | | | | | | | | | | ■ |
| Information and Digital Technology (Networking and Hardware) | 2u x 1y | No | | | | | | | | | | | | ■ |
| Information and Digital Technology (Web and Software Applications) | 2u x 2y | Yes | | | | ■ | | | | | | | | ■ |
| Information and Digital Technology (Web and Software Applications) | 2u x 1y | No | | | | ■ | | | | | | | | ■ |
| Primary Industries (Horticulture) | 2u x 1y | No | | | | | | | | | ■ | | | |
| Tourism, Travel and Events (Events) | 2u x 2y | Yes | | | | ■ | ■ | | ■ | | ■ | | | ■ |
| Tourism, Travel and Events (Events) | 2u x 1y | No | | | | ■ | ■ | | ■ | | ■ | | | ■ |
| Tourism, Travel and Events (Tourism) | 2u x 2y | Yes | | | | ■ | ■ | | ■ | | ■ | | | ■ |
| Tourism, Travel and Events (Tourism) | 2u x 1y | No | | | | ■ | ■ | | ■ | | ■ | | | ■ |

Please note

- ATAR possible if completion of 240H - 2u x 2y course and HSC exam is sat.
- 120H – 2u x 1y ICF courses are non-ATAR; sitting of the HSC exam is not possible.
- ICF courses have mandatory work placement requirements.
- Courses are subject to change.

TAFE NSW Sydney Region – 2023 TVET Course List

2024 Course List will be available shortly and updated on the TAFE NSW website

| Board Endorsed Courses | Delivery | Bradfield | Emmore | Gymea | Hornsby | Lotus | Meadowbank | Northern Beaches | Randwick | Ryde | St George | St Leonards | Ultimo |
|---------------------------------------------------------|----------|-----------|--------|-------|---------|-------|------------|------------------|----------|------|-----------|-------------|--------|
| NESA Course Name | | | | | | | | | | | | | |
| Animal Studies | 2u x 2y | | | | | | | | | | | | ■ |
| Baking | 2u x 1y | | | | | | | | | | | | ■ |
| Baking (ACCESS) | 2u x 1y | | | | | | | | | ■ | | | |
| Beauty Services (Make-Up) | 2u x 2y | | | ■ | | | ■ | | | | | ■ | ■ |
| Hair or Beauty Services (Make Up) | 2u x 1y | | | ■ | | | ■ | | | | | ■ | ■ |
| Community Dance, Theatre and Events | 2u x 2y | ■ | | | | | | | | | | | |
| Community Services - (Introduction) (Welfare) | 3u x 1y | | | | | | | | | | | | ■ |
| Design Fundamentals (Fashion) | 2u x 1y | | | | ■ | | | | | | | | ■ |
| Design Fundamentals (Graphics) | 2u x 1y | | ■ | | ■ | | | | | | | | |
| Design Fundamentals (Interior Design) | 2u x 1y | | ■ | | | | | | | | | | |
| Design Fundamentals (Multi Discipline) | 2u x 1y | | ■ | | | | | | | | | | |
| Early Childhood Education and Care | 2u x 2y | | | | ■ | | ■ | ■ | | | | ■ | |
| Engineering Pathways | 2u x 1y | | | | | | | | | | | | ■ |
| Fitness | 2u x 2y | | | | | ■ | ■ | ■ | | | | | |
| Floristry (Assistant) | 2u x 1y | | | | | | | | | | | | ■ |
| Hair or Beauty Services (Retail Cosmetics) (ACCESS) | 2u x 1y | | | ■ | | | | | | | | | ■ |
| Laboratory Skills | 2u x 1y | | | | | | | | | | | | ■ |
| Maritime Operations - Certificate II (Coxswain Grade 1) | 2u x 2y | | | | | | | | | | | | ■ |
| Maritime Operations - Certificate II (Coxswain Grade 1) | 2u x 1y | | | | | | | | | | | | ■ |
| Music Industry | 2u x 2y | | | | | | | | | | | | |
| Music Industry | 3u x 1y | | | | | | | | | | | | ■ |
| Plumbing - Introduction | 2u x 2y | | | ■ | | | ■ | | ■ | | | | |

TAFE NSW Sydney Region – 2023 TVET Course List

2024 Course List will be available shortly and updated on the TAFE NSW website

| Board Endorsed Courses NESA Course Name | Delivery | Bradfield | Enmore | Gymea | Hornsby | Loftus | Meadowbank | Northern Beaches | Randwick | Ryde | St George | St Leonards | Ultimo |
|----------------------------------------------------------|----------|-----------|--------|-------|---------|--------|------------|------------------|----------|------|-----------|-------------|--------|
| Real Estate Practice | 2u x 2y | | | | ■ | | ■ | ■ | | | | ■ | ■ |
| Real Estate Practice | 2u x 1y | | | | ■ | | ■ | ■ | | | | ■ | ■ |
| Retail Services (ACCESS) | 2u x 1y | | | | ■ | ■ | | | | | | | ■ |
| Salon Assistant | 3u x 1y | | | ■ | | | ■ | ■ | | | | | ■ |
| Screen and Media | 2u x 2y | ■ | | | | | | | | | | | |
| Screen and Media (3D Games Artistry) (Saturday) | 2u x 1y | | ■ | | | | | | | | | | |
| Screen and Media (Production (Film and Television)) | 2u x 1y | | | | | | | | ■ | | | ■ | ■ |
| Screen and Media (Radio & Journalism) | 2u x 1y | | | | | | | | | | | | ■ |
| Visual Arts (Photography) | 2u x 1y | | | | ■ | | | | | | | | ■ |
| Visual Arts (Photography) | 2u x 2y | | | | | | | | | | | | ■ |

Please note

- Board Endorsed Courses are non-ATAR.
- Mandatory work placement requirements for Early Childhood Education and Care and Plumbing Introduction.

