



KILLARNEY
HEIGHTS
HIGH SCHOOL

YEAR 10 INTO YEAR 11

Senior Subject choices
2019 - 2020

Subject Information Handbook

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**

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)**
 Notes: **Your choices are registered.**
 Submitted date: **Mon 11 Jun 2018 15:48:06**

Main units

Code	Subject	Fee	Units
ENA	English Advanced		2
EES	Earth and Environmental Studies		2
DRA	Drama	\$50.00	2
FTE	Food technology	\$100.00	2
BIO	Biology		2
CHE	Chemistry		2
ENX1	English Extension 1		1
MAX1	Mathematics Extension 1		1

Total electives fee: **\$150.00** Total units: **14**

Reserve units

Code	Subject	Fee	Units
CAFS	Community and Family Studies	\$50.00	2
ITM	Industrial Technology Multimedia	\$50.00	2

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This information will be used to determine which subjects will be offered on which line in 2019.

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



KILLARNEY HEIGHTS HIGH SCHOOL
YEAR 10 TO YEAR 11 SUBJECT SELECTION FORM
STUDENT PLANNING SHEET

(It is advised to use this sheet as a guide to determine subject choices prior to electronically finalising subjects on-line)
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)	CATEGORY A / B	UNITS
1 (COMPULSORY)	ENGLISH		A	2
2				
3				
4				
5				
6				
7				
8				
TOTAL				Max 14
<i>Reserve 1</i>				
<i>Reserve 2</i>				
<i>Reserve 3</i>				
TVET	To be registered with the Careers Adviser		B	2
SATURDAY SCHOOL	To be registered with Miss Shepanski			
NSW SCHOOL OF LANGUAGES	To be registered with the Librarian			
DISTANCE EDUCATION	To be registered with the Librarian			

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).
- Fee payment note NSW School of Languages \$180.
- Students who select Industrial Technology must select either Multi Media or Timber, not both.

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

Category A Courses (Most subjects)

- 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 (V.E.T) COURSES Category B Courses

- Syllabus developed by the NSW Education Standards Authority (NESA)
- Have an external exam (HSC)
- Count towards the award of an HSC
- May count towards the calculation of the Australian Tertiary Admission Rank (ATAR) **if the student elects to do the HSC exam. Only one V.E.T. course can be included in ATAR calculations (Category B Course)**
- 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 Construction, Business Services, Entertainment, Hospitality Operations, Retail Services, and Information Digital Media and Technology V.E.T. courses.

The list of Category B courses :

- Automotive: Vehicle Mechanical / Vehicle Body
- Financial Services: Accounts Administration
- Business Services: Office Administration
- Construction
- Electrotechnology
- Entertainment Industry
- Information Technology
- Metals and Engineering
- Primary Industries - Horticulture
- Retail Services
- Hospitality
- Human Services: Allied Health / Health Services Assistance
- Tourism, travel and events: Events / Tourism
- Information and Digital Technology: Digital Animation / Games Development / Networking and Hardware / Web and software applications

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 also Category B 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

Board Endorsed Courses on offer at Killarney Heights High School:

- Sports, Lifestyle and Recreation Studies (SLR)

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 2unit 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 the Board of Studies and from the school Principal that progress of the candidate has been satisfactory in Years 11 and 12.

ELIGIBILITY REQUIREMENTS FOR THE HIGHER SCHOOL CERTIFICATE

To be eligible for the award of the Higher School Certificate, students must:

1. have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
2. have attended a government school, an accredited non-government school, a school outside New South Wales recognized by NESA or a college of TAFE;
3. have completed HSC: All My Own Work (or its equivalent);
4. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
5. sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent.

6. The Higher School Certificate will be awarded by NESA to Year 12 students who have satisfactorily studied the required pattern of courses. Students must also have met assessment requirements and presented for and made a serious attempt at the HSC examinations.

PATTERN OF STUDY FOR THE HIGHER SCHOOL CERTIFICATE

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses (Category A 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 (either Board Developed or Board Endorsed Courses); and
 - at least four subjects.
- To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern.

THE HIGHER SCHOOL CERTIFICATE

Most students enter Year 11 with the intention of gaining the Higher School Certificate. You must choose one of the following alternatives:

- **With ATAR** - Students, who wish to be eligible to receive a matriculation HSC and to continue at a university, will need at least 10 units of Board Developed Courses in year 12. You will need an ATAR for this option.
- **Without ATAR** - Students who wish to obtain a non-matriculation Higher School Certificate and thereby gain entry to a course in TAFE colleges where an HSC is required, or who will be seeking apprenticeships, traineeships and employment at the end of Year 11 or Year 12, will be given the opportunity to broaden their educational experience and increase their living skills by selecting a wider combination of Board Developed Courses, Board Developed Vocational Education and Training Courses and Board Endorsed Courses.

MEASURING ACHIEVEMENTS

This is done by:

1. 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.
2. The other 50% will come from the Higher School Certificate examination itself, which measures performance under examination conditions.
3. 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 ALL MY OWN WORK

A Program in Ethical Scholarship for HSC Students

A mandatory requirement for all candidates for the HSC from 2008 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.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The ATAR is used to select students to enter the limited numbers of places available in University Courses. It is only relevant to those students contemplating Tertiary study at a University.

Admission to most University Courses in NSW is based on a student's rank in the HSC (the ATAR). The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- the best two units of English and
- the best eight units from the remaining units which can include up to two units of category B courses.

The ATAR will be reported on a scale of 0 to 99.95 with intervals of 0.05. Students will receive advice on the ATAR on a document separate from the HSC. The ATAR is a RANK not a mark.

ATAR ELIGIBILITY REQUIREMENTS

Satisfactory completion of:

- at least 10 units of Board Developed Courses including 2 units of English
- at least 4 Board Developed Courses
- at least 8 units of Category A courses
- no more than 2 units of Category B courses

UNIVERSITY ENTRY

ATAR entry scores vary greatly between universities. The ATAR rankings below are some examples of the published scores indicating the ATAR required to gain university entry in 2019.

Course	University	ATAR 2017
Bachelor of Arts	MQ	75.00
Bachelor of Commerce	UNSW	96.50
Bachelor of Business - Economics	Western Syd Uni Parramatta	71.45
Bachelor of Health Science	UTS	81.00
Bachelor of Sport & Exercise Science	UTS	86.70
Bachelor of Design in Architecture	Sydney	92.00
Bachelor of Arts with B Education (Primary)	MQ	75.00
Bachelor of Engineering Honours (Civil)	Sydney	85.00
Bachelor of Science Psychology	MQ	83.00
Bachelor of Interior Architecture	UNSW	80.00
Bachelor of Commerce	Sydney	95.00

YEAR 11 COURSE FEES

General School Contribution	\$250		Tick Box for Relevant Electives
Sport Levy	50		
Information Technology Levy	150		
Elective – Drama	50		
Elective – Construction (VET)	70		
Elective – Design & Technology	70		
Elective – Engineering Studies	30		
Elective – Textiles & Design	50		
Elective – Food Technology	100		
Elective – Hospitality (VET)	210		
Elective – Industrial Technology - Timber	75		
Elective – Industrial Technology - Multimedia	40		
Elective - Chinese and Literature	30		
Elective – Music 1 & 2	20		
Elective – Community & Family Studies	30		
Elective – Sport, Lifestyle & Recreation	50		
Elective – Software Design & Development	40		
Elective – Visual Arts	100		
Elective – Japanese Beginners	30		
Elective – Biology	20		
Elective - Chemistry	20		
Elective – Earth & Environment Science	20		
Welfare - Crossroads	60		
Maths Web	25		
Sub Total	\$		
Add P & C Contribution \$250 per student or \$400 per family			
Total	\$		

NB: 50% of the P & C contribution is tax deductible

Sample Only

Costs are an indication only and may be subject to change
in 2019

YEAR 12 COURSE FEES

General School Contribution	\$250		Tick Box for Relevant Electives
Sport Levy	50		
Information Technology Levy	150		
Elective – Construction (VET)	50		
Elective – Drama	50		
Elective – Textiles & Design	50		
Elective – Engineering Studies	30		
Elective – Industrial Technology - Multimedia	60		
Elective – Industrial Technology - Timber	50		
Elective - Chinese and Literature	20		
Elective – Japanese Beginners	30		
Elective - Food Technology	80		
Elective – PD/H/PE	20		
Elective – Sport, Lifestyle and Recreation	50		
Elective – Community & Family Studies	30		
Elective – Design & Technology	40		
Elective - Visual Arts + cost of specialist materials	100		
Elective – Hospitality (VET)	180		
Elective - Biology	20		
Elective - Chemistry	20		
Elective – Software Design & Development	40		
Elective – Music 1 + 2	20		
Maths Web	25		
Sub Total	\$		
Add P&C Contribution \$250 per student or \$400 per family			
Total	\$		

NB: 50% of the P & C contribution is tax deductible

Sample Only

Costs are an indication only and may be subject to change
in 2020

LIST OF SUBJECTS

Ancient History	17
Biology	18
Business Studies	19
Chemistry	20
Chinese and Literature	21
Community and Family Studies	22
Design and Technology	23
Drama	24
Earth and Environmental Science	25
Economics	26
Engineering Studies	27
English (Advanced)	28
English (Standard)	29
English as an Additional Language/Dialect	30
English Studies	31
English Extension	32
Food Technology	33
French Beginners	34
French HSC Continuers	35
French Extension – Year 12 only	36
Geography	37
History Extension – Year 12 only	38
Industrial Technology	39
Investigating Science	40
Japanese Beginners	41
Legal Studies	42
Mathematics Standard 2	44
Mathematics Advanced	45
Mathematics Extension 1	46

Mathematics Extension 2 -Year 12 only	47
Modern History	48
Music 1	49
Music 2	50
Personal Development, Health and Physical Education	51
Physics	52
Science Extension – Year 12 only	53
Society and Culture	54
Software Design and Development	55
Studies of Religion I	56
Studies of Religion II	57
Textiles and Design	58
Visual Arts	59
Vet Industry Curriculum Frameworks	60-65
Construction	
Hospitality	
Retail Services	
BOARD ENDORSED COURSES	66
Sport, Lifestyle and Recreation Studies	

ANCIENT HISTORY

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

Main Topics Covered

Preliminary Course

- **Part 1: Investigating Ancient History**

- The Nature of Ancient History
- Case Studies (at least TWO)

- **Part II: Features of Ancient Societies**

At least TWO studies to be chosen.

- **Part III: Historical Investigation**

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

HSC Course

- **Part I: Core Study:** Cities of Vesuvius – Pompeii and Herculaneum
- **Part II:** ONE Ancient Society – Spartan Society to the Battle of Leutra 370BC
- **Part III:** ONE Personality in their Times - Xerxes
- **Part IV:** ONE Historical Period – Greek World 500-440BC

Particular Course Requirements

In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations.

The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

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.

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

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

Main Topics Covered**Preliminary Course**

- Nature of Business – the nature and role of business
- Business management – the nature and responsibilities of management
- Business planning – establishing and planning a small to medium enterprise

HSC Course

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

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.

CHINESE AND LITERATURE

Board Developed Course

2 units for each of Preliminary and HSC

Prerequisites: School Certificate Chinese or equivalent knowledge is assumed

Exclusions: Chinese Beginners; Chinese Continuers; Chinese Extension

Eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.2 of the Board's *ACE Manual*.

Course Description

In the Preliminary course, students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues.

In the HSC course, students will continue to develop their knowledge and understanding of Chinese through the study of prescribed texts, prescribed themes, and contemporary issues.

Students will study language and culture through the following prescribed themes:

- The individual and the community
- Youth culture
- Chinese communities overseas
- Global issues.

- Spoken exchanges are to be conducted in Mandarin Chinese.

Particular Course Requirements: Nil

COMMUNITY AND FAMILY STUDIES

<p>Board Developed Course 2 units for each of Year 11 and Year 12</p>	
<p>Course Description:</p> <p>Community and Family Studies Stage 6 aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.</p> <p>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.</p>	
<p>Preliminary Course</p> <p>Resource Management</p> <ul style="list-style-type: none"> • Basic concepts of resource management. Indicative course time: 20% <p>Individuals and Groups</p> <ul style="list-style-type: none"> • The individual’s roles, relationships and tasks within and between groups. Indicative course time: 40% <p>Families and Communities</p> <ul style="list-style-type: none"> • Family structures and functions, and the interaction between family and community. Indicative course time: 40% 	<p>HSC Course</p> <p>Research Methodology</p> <ul style="list-style-type: none"> • Research methodology and skills culminating in the production of an Independent Research Project. Indicative course time: 25% <p>Groups in Context</p> <ul style="list-style-type: none"> • The characteristics and needs of specific community groups. Indicative course time: 25% <p>Parenting and Caring</p> <ul style="list-style-type: none"> • Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. Indicative course time: 25% <p>Social Impact of Technology</p> <ul style="list-style-type: none"> • The impact of evolving technologies on individuals and lifestyle. Indicative course time: 25%

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 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 folio. The design folio can take a variety of different forms.

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 (20%) of an innovation and the study of designing and producing including a Major Design Project. 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 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.

DRAMA

<p>Board Developed Course 2 units for each of Year 11 and Year 12</p>	
<p>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.</p>	
<p>Course Description</p> <p>Drama is an art form that explores the world through enactment. It 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; interpreting, valuing and transmitting the past and traditions; exploring, celebrating and challenging the present and imagining the future. By studying this major art form students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. The study 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.</p> <p>Preliminary Course</p> <p>Content comprises an interaction between the components of <i>Improvisation, Playbuilding and Acting, Elements of Production in Performance</i> and <i>Theatrical Traditions and Performance Styles</i>. Learning comes from practical experiences in each of these areas.</p> <p>HSC Course</p> <p><i>Australian Drama and Theatre</i> and <i>Studies in Drama and Theatre</i> involve the theoretical study through practical exploration of themes, issues, styles and movements or traditions of theatre, or the work of a specific artist, practitioner, group or company. They learn about dramatic and theatrical structures, forms, styles and conventions and gain practical experience of them through workshops culminating in presentations and performances using relevant acting techniques, characterisation, performance styles and spaces.</p> <p><i>The Group Performance</i> each student collaborates with a group to devise and perform in a piece of original theatre.</p> <p><i>The Individual Project</i> students learn how to initiate and present a project in an area of interest developed during study in the Preliminary course. Students learn how to develop concepts and use innovation. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course Improvisation, Playbuilding and Acting Elements of Production in Performance Theatrical Traditions and Performance Styles</p>	<p>HSC Course Australian Drama and Theatre (Core component) Studies in Drama and Theatre Individual Project Group Performance (Core component)</p>
<p>Particular Course Requirements</p> <p>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.</p>	

EARTH AND ENVIRONMENTAL SCIENCE

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

Earth is 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 in 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.

ECONOMICS

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

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.

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 No: <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 No: <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
Course Description <p>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.</p> <p>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.</p>	
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▪ Read widely 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 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 (ESL) 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. In the HSC English (ESL) 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	

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 Yr 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.

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 'learn 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.

FRENCH BEGINNERS

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions: French Continuers; French Extension

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

Course 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 French.

Topics studied through two interdependent perspectives, *the personal world* and *the French-speaking communities*, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Main Topics Covered

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

Particular Course Requirements: Nil

FRENCH HSC CONTINUERS

Board Developed Course

2 units in Year 12

Prerequisites: Preliminary French (completed in Year10) or equivalent knowledge is assumed.

Exclusions: French Beginners

Course Description

The HSC 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: Completion of the Preliminary course

FRENCH EXTENSION – YEAR 12 ONLY

Board Developed Course 1 unit for HSC in Year 12
Prerequisites: The French Continuers Preliminary course Exclusions: Nil
Course Description <p>The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of French 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 French as a medium for communication and creative thought and expression.</p>
Theme: <ul style="list-style-type: none">▪ The individual and contemporary society. Prescribed Issues: <ul style="list-style-type: none">▪ The impact of social class▪ Issues of tolerance▪ Relationships <p>Students' knowledge and understanding of the issues are developed through tasks such as:</p> <ul style="list-style-type: none">▪ discussing issues in prescribed and related texts▪ presenting points of view on issues▪ analysing written texts
Particular Course Requirements: Nil

GEOGRAPHY

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

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

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

Preliminary Course

Biophysical Interactions – how biophysical processes contribute to sustainable management.

Global Challenges – geographical study of issues at a global scale.

Senior Geography Project – a geographical study of student's own choosing.

HSC Course

Ecosystems at Risk – the functioning of ecosystems, their management and protection.

Urban Places – study of cities and urban dynamics.

People and Economic Activity – geographic study of economic activity in a local and global context.

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

Particular Course Requirements

Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

HISTORY EXTENSION – YEAR 12 ONLY

Board Developed Course

1 unit HSC

Course Description

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate how history is constructed through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.

Main Topics Covered

HSC Course:

Part I: Constructing History

Key questions:

- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have the approaches to history changed over time?

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.

Part II: History Project

- An original piece of historical investigation by the student which includes Designing the Project, Documenting the Project, a Proposal, an Essay, a Bibliography, Annotated Sources and a Process Log.

Particular Course Requirements

The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

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.

INVESTIGATING SCIENCE

Board Developed Course 2 units for each of Year 11 and Year 12	
Course Description <p>The Investigating Science course is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student’s ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students’ ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>	
Topics Covered Year 11 Course Modules <ul style="list-style-type: none">▪ Cause and Effect - Observing▪ Cause and Effect – Inferences and Generalisations▪ Scientific Models▪ Theories and Laws	Topics Covered Year 12 Course Modules <ul style="list-style-type: none">▪ Scientific Investigations▪ Technologies▪ Fact or Fallacy?▪ Science and Society
Particular Course Requirements <p>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.</p>	

JAPANESE BEGINNERS

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions: Japanese Continuers; Japanese Extension; Japanese in Context, Japanese in Literature.

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

Course 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

LEGAL STUDIES

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. Students investigate individual's rights and responsibilities, how disputes are resolved and, privacy, as a contemporary issue concerning the individual and technology. Students also have the opportunity to explore issues that illustrate how the law operates in practice through an investigation of drug regulations and the law of responsibility.

The HSC course investigates the key areas of criminal law, human rights, international law and family.

Preliminary Course

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice

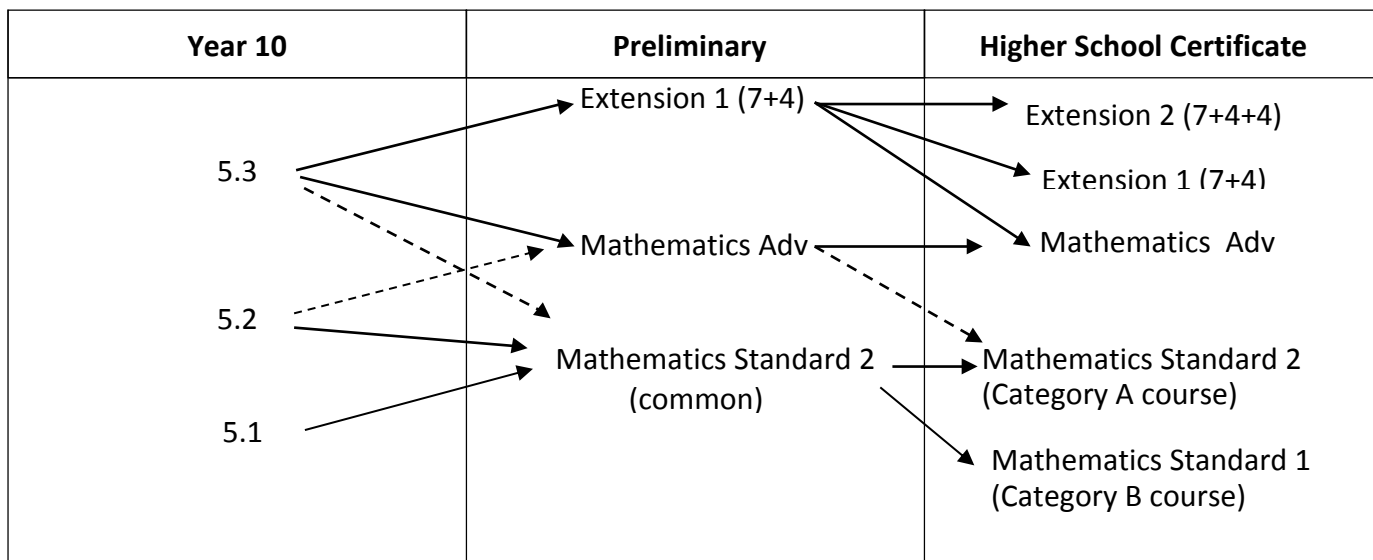
HSC Course

- Core Part I: Crime
- Core Part II: Human Rights
- Core Part II: Two options – World Order or Family

Particular Course Requirements No special requirements

SENIOR MATHEMATICS COURSE SELECTION

Students often have difficulties determining which Senior Mathematics course is most appropriate for their future needs and which course will enable them to utilise their existing skills and knowledge to their best advantage. For this reason we have included a flow chart that links each of the Senior Mathematics courses with their foundation course(s) in Years 9 and 10 (Stage 5.1, Stage 5.2 and Stage 5.3). Course descriptions are written on the following pages.



() = number of periods/fortnight - Mathematics Standard & Mathematics Advanced are 7 periods/fortnight.

In previous years most of the students in the Stage 5.2 course (10N, 10P, 10H and 10I classes) have elected to study the Standard Mathematics course or have discontinued Mathematics in Year 11.

Students from the Stage 5.3 course (10X and 10S classes) can choose to study Mathematics Standard or Mathematics Advanced and Extension 1 Mathematics classes in Year 11.

Only the most capable, committed, hardworking 5.2 students should consider Mathematics Advanced
Only the most capable 5.1 students should consider Mathematics Standard with a view to continuing to Mathematics Standard 2 in Year 12.

Students often ask the question, 'Can I change from Mathematics Standard to Mathematics Advanced if I find Mathematics Standard too easy'? The answer to this is 'No'. This is nearly impossible, as the courses and content covered are different.

MATHEMATICS STANDARD 2

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions:

Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

Course Description

The Mathematics Standard 2 Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

The study of Mathematics Standard 2 in Stage 6:

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

The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks.

Preliminary Course

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

HSC Course

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

MATHEMATICS ADVANCED

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions

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

Course Description

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

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

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

The study of Mathematics Advanced in Stage 6:

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

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions.

Preliminary Course

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

HSC Course

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

MATHEMATICS EXTENSION 1

Board Developed Course

1 unit in each of Preliminary (*Preliminary Mathematics Extension*) and HSC

Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) *Curve Sketching and Polynomials, Functions and Logarithms*, and *Circle Geometry of Mathematics Years 7–10 Syllabus*.

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

Course Description

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

The study of Mathematics Extension 1 in Stage 6:

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

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics.

Main Topics Covered

Preliminary Course

- Other inequalities
- Further geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Mathematics Preliminary course topics

HSC Course

- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$
- Equation $\frac{dN}{dt} = k(N - P)$
- Velocity and acceleration as a function of x
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

MATHEMATICS EXTENSION 2 –YEAR 12 ONLY

Board Developed Course

1 Unit Year 12

Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

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

Course Description

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

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

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

Syllabus Structure

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Vectors

- Further Work with Vectors

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of Calculus to Mechanics

MODERN HISTORY

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

The Preliminary course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. .

The HSC course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

Main Topics Covered

Preliminary Course

▪ Part 1: Investigating Modern History

- The Nature of Modern History
- Case Studies: The Decline and Fall of the Roman Dynasty
The Cuban Revolution

▪ Part II: Historical Investigation

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

▪ Part III: The Shaping of the Modern World

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity. At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

HSC Course

- **Part I: Core Study:** Power and Authority in the Modern World 1919 - 1946
- **Part II:** National Studies
- **Part III:** Peace and Conflict: Indochina
- **Part IV:** Change in the Modern World
-

Particular Course Requirements

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

MUSIC 1

Board Developed Course 2 units for each of Year 11 and Year 12	Exclusions: Music 2
Course Description In Music 1, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. In 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. In the HSC Music 1 course, students have the opportunity to study electives which show their greater strengths, may it be performing, composing or analysing music. Students choose 3 topics to study which are as varied as Music of the C20th-21 st , Jazz, Rock, Popular, Theatre, Related Arts and many more	
Main Topics Covered Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.	
Particular Course Requirements HSC course In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.	

MUSIC 2

Board Developed Course 2 units for each of Year 11 and Year 12	Inclusions: Music Extension (1 unit) is available for HSC Exclusions: Music 1
Course Description In the Preliminary Music 2 course, students study the development of Music over a 300 year period, from 1600 to 1900. To understand these developments students perform and compose in a range of styles, from Baroque to Romantic. Students complete challenges individually or in small groups, each leading to a deeper understanding of how Music changed from Harpsichords to full Symphonic Orchestras. Students also study an additional topic as a class, which may be anything from Music in the 20 th Century, to Jazz, to Music of a Culture. In the HSC Music 2 course, students explore Australian Music of the Last 25 years. They complete performance, composition and analysis activities to study these works in depth. Beyond the required assessment, students choose their elective which can be Performance, Composition, or Musicology. This means students taking Music 2 can identify their strengths as a musician and be assessed accordingly. Students also choose from a list of topics to study as their elective, which provides even more freedom in the type or genres of Music they can study and perform.	
Main Topics Covered Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course, plus an additional topic from a list. In the Preliminary course, the Mandatory Topic is Music 1600–1900. In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).	
Particular Course Requirements In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.	

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, 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 wrestling type scenario's with a partner.

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 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 of the following Options:

- Sports Medicine
- Improving Performance

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 help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

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

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.

SCIENCE EXTENSION – YEAR 12 ONLY

Board Developed Course 1 unit Year 12	Exclusions: At least one other science must be studied in Year 11 and 12.
Course Description <p>The Science Extension course enables students to undertake authentic scientific research in any of the science disciplines and produce a Scientific Research Report. Knowledge and understanding of the nature, development and processes of science will guide and further develop their skills to analyse data, discuss solutions, communicate their findings and propose further research. These skills are invaluable for any student intending to continue with science studies in any field.</p> <p>The fields and disciplines of the sciences overlap during scientific research and in many cases, where complex problems exist, are dependent on each other and often involve global collaboration for solutions to be found. Students are introduced to current models of scientific research and will draw on the knowledge and methods in science papers and journals relevant to their inquiry questions. Students will access relevant publicly available data sets associated with their research and apply authentic scientific research skills developed throughout the modules.</p> <p>The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.</p> <p>Through designing and conducting their own scientific research, they are provided with opportunities reflecting the skills used by practising research scientists. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.</p>	
Topics Covered Course Modules The Foundations of Scientific Thinking The Scientific Research Proposal The Data, Evidence and Decisions The Scientific Research Report	
Particular Course Requirements 60 hours coursework. Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.	

SOCIETY AND CULTURE

Board Developed Course

2 units for each of Year 11 and Year 12

Course Description

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

Preliminary Course

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

HSC Course

Core

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

Depth Studies

Two to be chosen from:

- Popular Culture – the interconnection between popular culture, society and the individual.
Focus Study: Hip Hop
- Belief Systems and ideologies –the relationship of belief systems and ideologies to culture and identity.
Focus Study: Buddhism

Particular Course Requirements

Completion of Personal Interest Project.

SOFTWARE DESIGN AND DEVELOPMENT

Board Developed Course 2 units for each of Year 11 and Year 12	Exclusions: Computing Applications CEC
Course Description The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.	
Preliminary Course Core strands (100% total time)	HSC Course Core strands (80% total time)
<p>Concepts and Issues in the Design and Development of Software 30%</p> <ul style="list-style-type: none"> • Social and ethical issues • Hardware and software • Software development approaches <p>Introduction to Software Development 50%</p> <ul style="list-style-type: none"> • Defining and understanding the problem • Planning and designing software solutions • Implementing software solutions • Testing and evaluation software solutions • Maintaining software solutions <p>Developing Software Solutions 20%</p>	<p>Development and Impact of Software Solutions 15%</p> <ul style="list-style-type: none"> • Social and ethical issues • Application of software development approaches <p>Software Development Cycle 40%</p> <ul style="list-style-type: none"> • Defining and understanding the problem • Planning and design of software solutions • Implementation of software solutions • Testing and evaluation of software solutions • Maintaining software solutions <p>Developing a Solution Package 25%</p> <p>Options: 20%</p> <ul style="list-style-type: none"> • Study one of the following options • Programming paradigms <p>OR</p> <ul style="list-style-type: none"> • The interrelationship between software and hardware
Particular Course Requirements Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course time.	

STUDIES OF RELIGION I

Board Developed Course 1 unit for each of Year 11 and Year 12	Exclusions: Studies of Religion II
Course Description Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.	
Preliminary Course <ul style="list-style-type: none">▪ Nature of Religion and Beliefs<ul style="list-style-type: none">- The nature of religion and beliefs including Australian Aboriginal beliefs and spirituality's, as a distinctive response to the human search for meaning in life.▪ Two Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism<ul style="list-style-type: none">- Origins- Principal beliefs- Sacred texts and writings- Core ethical teachings- Personal devotion/expression of faith/observance.	
HSC Course <ul style="list-style-type: none">▪ Religion and Belief Systems in Australia post-1945<ul style="list-style-type: none">- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spirituality's and their contribution to an understanding of religious beliefs and religious expression in Australia today.▪ Two Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism<ul style="list-style-type: none">- Significant people and ideas- Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics- Significant practices in the life of adherents.	

STUDIES OF RELIGION II

Board Developed Course 2 units for each of Year 11 and Year 12	Exclusions: Studies of Religion I
Course Description Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.	
Preliminary Course <ul style="list-style-type: none">▪ Nature of Religion and Beliefs<ul style="list-style-type: none">- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.▪ Two Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism<ul style="list-style-type: none">- Origins- Principal beliefs- Sacred texts and writings- Core ethical teachings- Personal devotion/expression of faith/observance.• Religion of Ancient Origin The response to the human search for ultimate meaning in two religions of ancient origin from:<ul style="list-style-type: none">-Aztec or Inca or Mayan- Celtic- Nordic- Shinto- Taoism- an Indigenous religion from outside Australia• Religion in Australia pre- 1945<ul style="list-style-type: none">-The arrival, establishment and development of religious traditions in Australia prior to 1945.	
HSC Course <ul style="list-style-type: none">▪ Religion and Belief Systems in Australia post-1945<ul style="list-style-type: none">- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.▪ Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism<ul style="list-style-type: none">- Significant people and ideas- A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics- Significant practices in the life of adherents.• Religion and Peace<ul style="list-style-type: none">-The distinctive response of religious traditions to the issues of peace.• Religion and Non - Religion The human search for meaning through new religious expression, Non- religious worldviews and the difference between Religious and Non-Religious worldwide.	

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 (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

HSC Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- 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.

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

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

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Preliminary Course No:

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

HSC Course No:

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

VET INDUSTRY CURRICULUM FRAMEWORKS

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 board developed vocational educational and training courses (VET courses) are category B courses.

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. Only one V.E.T. course can be included in ATAR calculations.

WHAT IS TAFE DELIVERED VOCATIONAL AND EDUCATIONAL TRAINING (TVET)?

While studying for your Higher School Certificate, consider getting a head-start on the road to your future career and pick up important life skills on the way.

TVET Courses are a great study option during Year 11 and/or Year 12 because they allow you to:

- Complete NESA units that count towards your HSC
- Gain practical skills that will make you job-ready
- Experience an adult learning environment
- Start or complete a nationally recognised TAFE NSW qualification at the same time as you do your HSC
- Choose from courses that are not offered at school.



BOARD DEVELOPED COURSES – INDUSTRY CURRICULUM FRAMEWORK

Give you credit towards the HSC and may count towards an ATAR if you complete the 240 hour course, mandatory Work Placement and undertake the optional HSC exam (NESA).

BOARD ENDORSED COURSES (SEE OVER)

Endorsed by the NESA and can count towards the units for the Preliminary/HSC but do not contribute to an ATAR.

Please note that courses and their availabilities are subject to change and the information provided was correct at the time of printing. Contact your local TVET office to ensure your chosen course is running at the desired location.

BOARD DEVELOPED COURSES

Course Name	Code	ATAR	LOCATION												
			Enmore	Petersham	Randwick	St George	Gymea/Loftus	Ultimo	Bradfield	Hornsby	Meadowbank	Northern Beaches	Ryde	St Leonards	
Automotive - Vehicle Mechanical	AUR20716	✓						▪		▪		▪			
Automotive - Vehicle Body	AUR20712	✓						▪							
Business Services	BSB20115	✓							▪	▪	▪	▪			
Business Services	BSB30115	✓				▪		▪							
Construction - Pathways	CPC20115	✓			▪		▪			▪	▪	▪			
Electrotechnology - Career Start	UEE22011	✓				▪	▪	▪		▪	▪	▪			
Electrotechnology - Computer Assembly and Repair	UEE20511	✓						▪			▪				
Entertainment Industry	CUA30415	✓			▪				▪						
Financial Services - Accounts Administration	FN30315	✓				▪				▪	▪	▪			▪
Hospitality - Food and Beverage	SIT20316	✓						▪					▪	▪	
Hospitality - Kitchen Operations	SIT20416	✓					▪							▪	
Human Services - Allied Health	HLT33015	✓			▪										
Human Services - Health Services Assistance	HLT33115	✓				▪		▪		▪	▪				▪
Information and Digital Technology - Digital Animation	ICT30115	✓								▪		▪			▪
Information and Digital Technology - Digital Animation/Games Development	ICT30115	✓													▪
Information and Digital Technology - Networking and Hardware	ICT30115	✓						▪			▪	▪			
Information and Digital Technology - Web and Software applications	ICT30115	✓								▪		▪			
Metal and Engineering	MEM10105	✓									▪				
Primary Industries - Horticulture	AHC20416	✓												▪	
Retail Services	SIR20212	✓						▪	▪	▪	▪				
Tourism, Travel and Events - Events	SIT30516	✓						▪	▪		▪	▪	▪		
Tourism, Travel and Events - Tourism	SIT30116	✓						▪	▪		▪	▪	▪		

FOR MORE INFORMATION CONTACT

Enmore, Petersham, Randwick, St George, Gymea/Loftus, Ultimo:

E sl.tvetinfo@tafensw.edu.au | P 02 9710 5936

Bradfield, Hornsby, Meadowbank, Northern Beaches, Ryde, St Leonards:

E nsi.tvet@tafensw.edu.au | P 02 9941 5259

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BOARD ENDORSED COURSES			Enmore	Petersham	Randwick	St George	Gymea/Loftus	Ultimo	Bradfield	Hornsby	Meadowbank	Northern Beaches	Ryde	St Leonards
Course Name	Code	ATAR	LOCATION											
Animal Studies	ACM20110													
Applied Fashion Design and Technology	LMT21707													
Aviation - Aircraft Operations - Theory	10100NAT													
Baking Retail	FD30710													
Beauty - Hair or Beauty Services	SHB30215													
Beauty Services - Make-up	SHB30215													
Children's Services - Early Childhood Education and Care	CHC30113													
Community Dance, Theatre and Events	CUA30213													
Community Services - Introduction to Children's Services	CHC22015													
Community Services - Welfare	CHC32015													
Construction - Wall and Floor Tiling	CPC20211													
Dental Assisting	HLT31812													
Design Fundamentals	CUA30715													
Design Fundamentals - 3D Animation and Visual Effects	CUA30715													
Design Fundamentals - Digital and Graphic Design	CUA30715													
Design Fundamentals - Drawing and Illustration	CUA30715													
Design Fundamentals - Fashion Design	CUA30715													
Design Fundamentals - Interior Design	CUA30715													
Design Fundamentals - Production Design (Film, Theatre and Events)	CUA30715													
Fitness	SIS30315													
Floristry	SFL20115													
Furniture Making	MSF20313													
Hair and Beauty Services - Retail Cosmetics	SHB20116													
Hair and Beauty Services - Salon Assistant	SHB20216													
Laboratory Skills - Introduction to Forensics	MSL30116													
Maritime Operations Coastal Coxswain	MAR20313													
Media - 3D Game Development	CUA31015													
Media - Film/TV and New Media Production	CUA30413													
Music Industry - Introduction	CUA30915													
Outdoor Recreation	SIS20213													
Plumbing	CPC32413													
Property Services (Agency)	CPP30211													
Screen and Media - Animation	CUA31015													
Screen and Media - Film and Radio	CUA31015													
Screen and Media - Film and Television	CUA31015													
Screen and Media - Media	CUA20215													
Screen and Media - Media & Journalism	CUA20215													
Skills for Work and Vocational Pathways - Business and Retail	FSK20113													
Skills for Work and Vocational Pathways - Horticulture	FSK20113													
Skills for Work and Vocational Pathways - Hospitality	FSK20113													
Sport, Fitness and Recreation	SIS20115													
Theatre and Screen Performance (Acting)	10215NAT													
Visual Arts - Concept Art	CUA31115													
Visual Arts - Creative Arts	CUA31115													
Visual Arts and Contemporary Crafts - Photography	CUA31115													

See your Careers Advisor regarding applications for ALL TVET Courses.

Information is correct at the time of printing (May 2017) and is subject to change.

Construction Pathways Course Descriptors 2019



Education
Public Schools

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: CPC20211 Certificate II in Construction Pathways

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

Course: Construction (240 indicative hours) Board Developed Course Number: 26201	Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)				
The CPC20122 Certificate II in Construction Pathways is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.					
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CPC08 Construction, Plumbing and Services Training Package (Release 9.4) (https://training.gov.au/Training/Details/CPC08). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.					
CPC20122 Certificate II in Construction Pathways Units of Competency					
6 Core CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1012A Work effectively and sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1013A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications 6 Electives CPCCCA2002B Use carpentry tools and equipment-Group B	6 Electives (cont.) CPCCCA2011A Handle carpentry materials-Group B CPCCCM2006B Apply basic levelling procedures-Group H CPCCCO2013A Carry out concreting to simple forms-Group H CPCCJN2001A Assemble components-Group F CPCCJN2002B Prepare for offsite manufacturing processes-Group F <u>Additional units required to attain an HSC credential in this course</u> CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground CPCCCM2005B Use construction tools and equipment #CPCCWHS1001 Prepare to work safely in the construction industry				
#Successful completion CPCCWHS1001 Prepare to work safely in the construction industry will lead to a General Construction Induction Card (White Card) issued by SafeWork NSW. This is a legal requirement before entering a construction site across Australia.					
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.					
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the construction industry involves:					
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border-right: 1px solid black; padding: 2px;">▪ communication</td> <td style="width: 25%; border-right: 1px solid black; padding: 2px;">▪ problem-solving</td> <td style="width: 25%; border-right: 1px solid black; padding: 2px;">▪ teamwork</td> <td style="width: 25%; padding: 2px;">▪ initiative and enterprise</td> </tr> </table>		▪ communication	▪ problem-solving	▪ teamwork	▪ initiative and enterprise
▪ communication	▪ problem-solving	▪ teamwork	▪ initiative and enterprise		
Examples of occupations in the construction industry					
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-right: 1px solid black; padding: 2px;">▪ Builder</td> <td style="width: 33%; border-right: 1px solid black; padding: 2px;">▪ shopfitter and joiner</td> <td style="width: 33%; padding: 2px;">▪ bricklayer</td> </tr> </table>		▪ Builder	▪ shopfitter and joiner	▪ bricklayer	
▪ Builder	▪ shopfitter and joiner	▪ bricklayer			
Mandatory course requirements to attain an HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.					
Admission Requirements To enrol in CPC20122 Certificate II in Construction Pathways , students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.					
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.					
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.					
Course consumables: \$[school to insert consumable amount] WhiteCard will be delivered by _____ \$ _____ Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>					
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.					
Exclusions: VET course exclusions can be confirmed with the school.					

Hospitality – Kitchen Operations Course Descriptor 2019



**Education
Public Schools**

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIT 20416 Certificate II in Kitchen Operations

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

Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIT 20416 Certificate II in Kitchen Operations is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1.1) (https://training.gov.au/Training/Details/SIT). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
SIT 20416 Certificate II in Kitchen Operations		Units of Competency	
<p>8 Core</p> <p>BSBWOR203 Work effectively with others SITXWHS001 Participate in safe work practices SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXFSA001 Use hygienic practices for food safety SITXINV002 Maintain the quality of perishable items</p>		<p>5 Electives</p> <p>SITHIND002 Source and use information on the hospitality industry SITXFSA002 Participate in safe food handling practices SITHCCC003 Prepare and present sandwiches SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads</p> <p>Additional units required to attain an HSC credential in this course</p> <p>BSBSUS201 Participate in environmentally sustainable work practices</p>	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
<ul style="list-style-type: none"> ▪ Supporting and working with colleagues to meet goals and working in a team 		<ul style="list-style-type: none"> ▪ Preparing menus, managing resources, preparing, cooking food and menus items 	
Examples of occupations in the Hospitality Industry			
<ul style="list-style-type: none"> ▪ Breakfast cook ▪ Catering assistant 	<ul style="list-style-type: none"> ▪ Fast food cook ▪ Sandwich hand 	<ul style="list-style-type: none"> ▪ Takeaway food cook ▪ Trainee chef 	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in SIT 20416 Certificate II in Kitchen Operations , students should be interested in working in a hospitality environment preparing and plating food to customers. They should be able to lift and carry equipment and use hand held and larger commercial kitchen equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units. Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$[school to insert consumable amount] Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship and apprenticeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			



Course: Retail Services (240 indicative hours) Board Developed Course Number: 26911		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIR30216 Certificate III in Retail is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIR Retail Services Training Package (Release 2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
SIR30216 Certificate III in Retail		Units of Competency	
8 Core SIRXCEG001 Engage the customer SIRXCOM002 Work effectively in a team SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty		5 Electives SIRXPDK001 Advise on products and services SIRRMER001 Produce visual merchandise displays SIRRINV001 Receive and handle retail stock SIRRINV002 Control stock SIRXIND002 Organise and maintain the store environment Additional for HSC Requirements SIRXSLS002 Follow point-of-sale procedures	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the retail industry involves:			
<ul style="list-style-type: none"> ▪ customer service ▪ stock control ▪ using cash registers, scanners, computers, telephones 		<ul style="list-style-type: none"> ▪ teamwork ▪ designing and creating displays 	
Examples of occupations in the Retail Industry			
<ul style="list-style-type: none"> ▪ buyer ▪ customer service assistant 	<ul style="list-style-type: none"> ▪ stock controller ▪ sales person 	<ul style="list-style-type: none"> ▪ visual merchandiser ▪ merchandiser 	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in SIR30216 Certificate III in Retail , students would need to be interested in engaging customers, maintaining daily store operations and knowledge of products and services. They would need to work independently under limited supervision. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
Course consumables: \$[school to insert consumable amount] Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

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

Board Endorsed Courses on offer at Killarney Heights High School:

SPORT, LIFESTYLE AND RECREATION (SLR)

Board Endorsed Course- (Non ATAR)	
Exclusions:	Students studying Board Developed PDHPE must not study SLR modules which duplicate PDHPE modules e.g First Aid
<p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>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.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none">▪ 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. <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none">▪ Aquatics▪ Athletics▪ First Aid▪ Fitness▪ Specific Sports▪ Gymnastics▪ Outdoor Recreation▪ Sports Administration▪ Coaching▪ Social Perspectives of Sport▪ Healthy Lifestyle.	