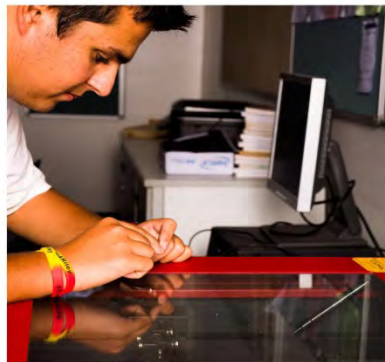
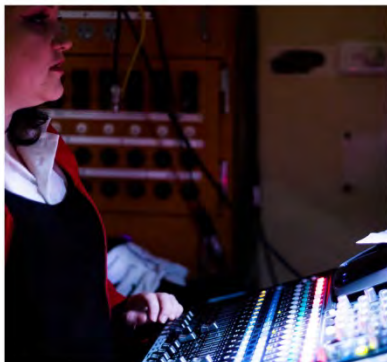
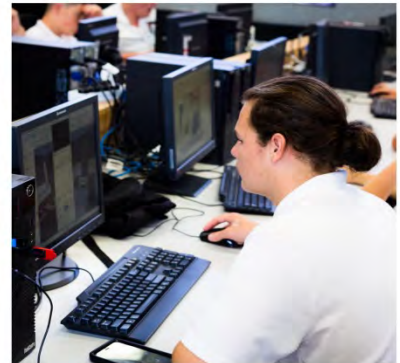




# NEW



# HORIZONS



Year 11 2018

## Creating Your Future

## FROM THE ENTRANCE CAMPUS PRINCIPAL

Welcome to what will be a really exciting time for students as you collect information and make decisions about the pathways and courses that you will take over the next two years to Years 11 and 12 and beyond – creating your future!

The Entrance Campus specialises in the delivery of a wide range of courses, offering students the best possible pathways to Year 12, the HSC or its equivalent in vocational training (usually a Certificate II). We are able to offer pathways in the following areas so that students can achieve their goals:

- **Platinum** – an enrichment program for high achieving ATAR students.
- **University** – for students wanting access to University, College or TAFE via the HSC and an Australian Tertiary Admissions Rank (ATAR).
- **My HSC** – for those students who are not quite sure what career pathway they want just yet. This option provides opportunities to access further study as well as prepare students for the workforce.
- **Vocational or Job Preparation** – with a focus on vocational education and training (VET) courses, students can work towards a Certificate II in a vocational area as well as achieve their HSC. Work placement and achievement of competencies are an important component of this pathway.
- **Trade Training** – some students will engage in a school-based apprenticeship or traineeship and can work towards their HSC in a specialised program over 3 or 4 days per week at The Entrance Campus.
- **Fast-track 2 Employment (F2E)** – for students who think they will leave school as soon as they have a job or when they complete Year 11, this pathway focuses on employability skills and workplace literacies. Students may be able to convert to a HSC pathway if they want to complete Year 12.
- **Tailored Program or Transition to Work** – for students who are completing a life skills Stage 5 program or who may be in a support unit class, this pathway provides a more structured learning environment and individual support.

It is important for students to choose the right pathway. You are encouraged to engage with the information provided as a part of our Year 10-11 transition program, as well as information in this booklet, in order to make the best possible decisions to successfully complete Year 12 and create your future.

Kirrily Harvey  
Principal

## **SOME INFORMATION ABOUT COURSES THAT YOU NEED TO KNOW!**

1. Each course at The Entrance Campus involves four hours of class time per week. Students need to complete the equivalent of 120 hours in each course during Year 11 and again during Year 12. All students do at least six courses.
2. Students should have an A4 book as well as their laptop (or equivalent device) for every course.
3. **2018 student course lines** will be available at the Information Evening on Wednesday, 8 November 2017
4. **Trade Training pathway** – some students may be enrolled in TAFE for one day per week. All students in an SBAT will do at least one day per week in the workplace.
5. **Fast-track 2 Employment pathway (F2E)** – students selecting this pathway will complete an entire 240hr VET course (equivalent of Year 11 and 12) in one year in a chosen VET course. Students will also undertake English and three other courses of their choice. It is recommended that F2E students consider choosing Mathematics General and/or Work Studies. Entry is by application and interview.
6. **Hospitality** – students should choose the ‘Kitchen Operations’ strand (if you want to be a chef) or ‘Food and Beverage’ strand (if you want to work in a café or restaurant).
7. **Engineering Studies** – students should also choose Mathematics and Physics.
8. **Industrial Technology** – this course has two strands and students can only choose one of them – either Timber OR Graphics.
9. Some courses cannot be studied with another. These are called exclusions and you need to seek advice from your Careers Adviser.

10. Students wanting to complete a **TVET** course (studied at TAFE) will have to do this as their 7<sup>th</sup> course. Please seek advice about this from your Careers Adviser.
11. Students are advised to undertake no more than two courses that include a Major Project or Performance as a part of the course assessment.
12. In Year 11, students must satisfactorily **complete at least six courses** (12 units) to be eligible for Year 12. English is compulsory and students are asked to choose at least five other courses as a part of their chosen pathway to the HSC.
13. Students will be able to enter their initial course choices online. At the **Course Expo Evening on Tuesday, 25 July 2017**, students will receive a password and instructions on how to enter course choices online. This online course choice process will be completed at your current school supported by your Head Teachers, Year Advisers and Careers Adviser.
14. Students **MUST** discuss their choices with their current teachers and get them “signed off” on the form printed from the website. This signed form **MUST** be brought to the **INTERVIEW DAY on Tuesday, 15 August 2017**, at The Entrance Campus in addition to other requested material including school reports and enrolment forms.
15. **Course fees** – students choosing a course that has course specific course fees **MUST** ensure that the full amount is paid each year. If students wish to participate in an excursion for a fee paying course, they will be required to have paid the course fees up to and including the term in which the excursion takes place. The Campus also has a voluntary contribution of \$80 per year (or \$2 per week) that we encourage all students/families to pay.
16. NESAs (NSW Education Standards Authority) replaces BOSTES.  
[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

# THE NEW HORIZONS PROGRAM

## Term 2 2017

Date	Event information
Week 7 (During school hours)	The Principal and Deputy Principal visit Tumbi Umbi and Berkeley Vale Campuses with a course selection package for each student. Online course selections open for students to explore course combinations.
Week 9 Monday, 19 <sup>th</sup> June 5.00 – 6.00pm The Dolphin Theatre	Presentation for parents - 'How to support your child choosing courses for the HSC and beyond'. The Entrance Campus staff will be available for individual parent questions during the evening.

## Term 3 2017

Date	Event information
Week 1	Classroom teachers at TUC and BVC will deliver course specific information relating to Year 11 and Year 12
Week 2 Tuesday, 25 July 3.00 – 7.00pm The Dolphin Theatre	Year 11 course Expo at The Entrance Campus
Week 2	Deputy Principal, Careers Advisor, HT VET follow-up visit to offer further advice to students regarding pathway options, patterns of study and vocational education courses (VET) and explain how to select courses on the online EDVAL program.
Weeks 2-5	EDVAL online course selections open – students select courses online with support of their Campus. Course selection sheets printed and students get them <b>signed off by the Head Teacher</b> endorsing the selections.
Week 5 Tuesday, 15 August 8.15am – 2.00pm School Library	Interview Day at The Entrance Campus. Signed course selection sheets, reports and other enrolment information to be presented at interview.
Weeks 7-10	Course data will be checked and timetables and lines generated. Students from schools other than Tumbi Umbi Campus and Berkeley Vale Campus interviewed.

## Term 4 2017

Date	Event information
Weeks 1-4	Students contacted regarding any clash of courses.
Week 5 Wednesday, 8 November 5.00 – 6.00pm The Dolphin Theatre	Year 11 2018 Information Evening at The Entrance Campus for parents and students, including a tour of the campus. Students and parents will receive information about their courses and timetables for 2018.
Week 10	Tumbi Umbi Campus and Berkeley Vale Campus Year 10 Presentation Assemblies.

## Term 1 2018

Date	Event information
Week 1	<b>Tuesday 30 January 2018</b> – Year 11 classes commence at The Entrance Campus.

## SOME "SCENARIOS" FOR YOU TO CONSIDER WHEN SELECTING COURSES FOR YOUR PATHWAY

### Platinum HSC

Enrichment program designed to improve the outcomes of ATAR students recognised as being high achievers. This is a prestigious program and students from Year 11 will be invited to participate during Term 1 to commence in Term 2.

### University/Academic HSC (ATAR)

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

**Scenario 1:** Students who are good at writing (extended responses and essay-based) and would like to study a degree in Communication, Law, Teaching, Business or Social Sciences.

English Advanced (Possibly Ext. 1 English)	2 Units
Ancient History (or) Modern History	2 Units
Society and Culture (or) Studies of Religion	2 Units
Legal Studies (or) Business Studies	2 Units
Mathematics Standard (or) Investigating Science	2 Units
Community and Family Studies (or) PDHPE	2 Units

**Scenario 2:** Students who are good at Maths (5.3: Grade B or higher) and enjoy Science. Students are interested in degrees in Engineering, Science (computing, medical, health), Economics or Information Processes and Technology. Students are encouraged to select 'Investigating Science' if they are choosing one or more science courses.

English Standard	2 Units	Select two Science courses from the list: Physics Chemistry Biology Earth and Environmental Science Investigating Science
Mathematics (Possibly Ext. 1 Maths)	2 Units	
Science course #1 (from list)	2 Units	
Science course #2 (from list)	2 Units	
Business Studies (or) Economics	2 Units	
Geography (or) Information Processes and Technology (or) Software Design and Development (or) Investigating Science	2 Units	

**Scenario 3:** Students who have good literacy skills, are creative in nature and have previous training in a practical course area.

Advanced English (or) English Standard	2 Units	Select two Creative courses from the list: Music, Dance Drama Visual Arts Textiles and Design
Creative course #1 (from list)	2 Units	
Creative course #2 (from list)	2 Units	
Ancient History (or) Modern History	2 Units	
Legal Studies (or) Business Studies (or) Studies of Religion	2 Units	
CAFS (or) PDHPE	2 Units	

**Scenario 4:** Students who have good literacy skills, are well organised and enjoy project based learning which requires them to think systematically and maintain a folio of their ideas and processes.

Advanced English (or) English Standard	2 Units
Mathematics Standard (or) Investigating Science	2 Units
Design and Technology (or) Textiles and Design	2 Units
Industrial Technology (or) Aboriginal Studies	2 Units
Legal Studies (or) Business Studies (or) PDHPE (or) CAFS	2 Units

Ancient History (or) Modern History (or) Studies of Religion	2 Units
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**Scenario 5:** Students who want an ATAR, but would like to study one non-academic course for enjoyment.

English Standard	2 Units
Mathematics Standard	2 Units
Biology (or) Investigating Science (or) PD/H/PE	2 Units
Ancient History (or) Modern History (or) Studies of Religion	2 Units
Legal Studies (or) Geography (or) Business Studies (or) CAFS	2 Units
Photography (or) SLR (or) Marine Studies (Non ATAR) (or) Visual Arts and Contemporary Craft (or) Music Industry OR VET Course – Hospitality (or) Construction (or) Retail Services (or) Business Services (or) Entertainment (or) Metals and Engineering	2 Units

**MY HSC**

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

**Scenario 1:** Students who are unsure of their career direction, but would like to keep their employment or further study options open and enjoy courses that are practical in nature.

English Standard	2 Units
Mathematics Standard	2 Units
Construction	2 Units
Metals and Engineering	2 Units
SLR (or) Work Studies	2 Units
Furniture Making (or) Work Studies	2 Units

**Scenario 2:** Students who are unsure of career direction, but would like to keep their employment options open and gain some general workplace skills.

English Standard	2 Units	Select two VET courses from the list : Retail Services Business Services Entertainment Hospitality Food and Beverage
VET course #1 (from list)	2 Units	
VET course #2 (from list)	2 Units	
CAFS (or) Senior Science (or) Mathematics Standard	2 Units	
Photography (or) Visual Arts Contemporary Craft (or) Work Studies (or) Music Industry	2 Units	
Exploring Early Childhood (or) SLR (or) Work Studies	2 Units	

**Scenario 3:** Students who are interested in many course areas and want to ensure that they include courses for employability or progression onto TAFE after Year 12.

English Standard	2 Units	VET Courses: Business Services Hospitality – Food and Beverage Hospitality – Kitchen Operations Retail Services, Construction Entertainment Industry Primary Industries Information and Digital Technology
Mathematics Standard	2 Units	
VET Course – from the list	2 Units	
PD/H/PE (or) Music (or) Senior Science	2 Units	
Photography (or) Visual Arts (or) Visual Arts and Contemporary Craft	2 Units	
Exploring Early Childhood (or) SLR	2 Units	



### **Vocational or Job Preparation HSC**

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

**Scenario 1:** Students who require guidance with English and Maths and would like to pursue a trade in Building, Construction or the Metal Industry after Year 12.

English Standard	2 Units
Mathematics Standard	2 Units
Construction	2 Units
Metals and Engineering	2 Units
SLR (or) Furnishings (or) Work Studies	2 Units
Photography (or) Marine Studies (or) Work Studies (or) Music Industry	2 Units

**Scenario 2:** Students who are confident with English and Maths and would like to secure work in the area of Customer Service. Examples include – Business Administration, Hospitality, Tourism, Event Management and Property Services.

English Standard	2 Units
Mathematics Standard	2 Units
Business Services (or) Retail Services	2 Units
Community and Family Studies	2 Units
Hospitality Food and Beverage	2 Units
Photography (or) SLR (or) Work Studies (or) Music Industry	2 Units

**Scenario 3:** Students who are confident with English, have good people skills and would like to pursue employment in Children's Services or Community Services.

English Standard	2 Units
Community and Family Studies	2 Units
Business Services (or) Retail Services	2 Units
Hospitality Food and Beverage	2 Units
Exploring Early Childhood	2 Units
Visual Arts Craft and Design (or) Photography (or) SLR (or) Music Industry	2 Units

**Scenario 4:** Students who are creative and enjoy doing art/music projects without the formal study of theorists and musicians.

English Standard	2 Units	Creative Courses: Music Industry Introduction Photography Visual Arts Craft and Design
Entertainment Industry	2 Units	
Music (or) Visual Arts	2 Units	
Mathematics Standard (or) Investigating Science	2 Units	
Course #1 (from list)	2 Units	Other Course: Work Studies
Course #2 (from list)	2 Units	

<b>Board Developed Courses:</b>	<b>Board Developed Courses:</b>	<b>Board Endorsed Courses:</b>
<p><b>CATEGORY A</b></p> <ul style="list-style-type: none"> <li>• English Advanced</li> <li>• English Extension 1</li> <li>• English Standard</li> <li>• English Studies</li> <li>• Aboriginal Studies</li> <li>• Ancient History</li> <li>• Biology</li> <li>• Business Studies</li> <li>• Chemistry</li> <li>• Community and Family Studies</li> <li>• Dance</li> <li>• Design and Technology</li> <li>• Drama</li> <li>• Earth and Environmental Science</li> <li>• Economics</li> <li>• Engineering Studies **</li> <li>• Food Technology</li> <li>• French Beginners</li> <li>• Geography</li> <li>• Information Processes and Technology</li> <li>• Industrial Technology (Timber OR Graphics)</li> <li>• Investigating Science</li> <li>• Legal Studies</li> <li>• Mathematics Advanced</li> <li>• Mathematics Extension 1</li> <li>• Mathematics Standard</li> <li>• Modern History</li> <li>• Music</li> <li>• Personal Development, Health and Physical Education</li> <li>• Physics</li> <li>• Society and Culture</li> <li>• Software Design and Development</li> <li>• Spanish Beginners</li> <li>• Studies of Religion 2</li> <li>• Textiles and Design</li> <li>• Visual Arts</li> </ul> <p>** Students must also select Maths and Physics or Chemistry</p>	<p><b>CATEGORY B</b></p> <p>The following courses are all Vocational Education and Training (VET) courses with pathways to Certificate II/III.</p> <ul style="list-style-type: none"> <li>• Business Services</li> <li>• Construction Pathways</li> <li>• Entertainment Industry</li> <li>• Hospitality Food and Beverage</li> <li>• Hospitality Kitchen Operations</li> <li>• Information and Digital Technology</li> <li>• Metal and Engineering</li> <li>• Primary Industries</li> <li>• Retail Services</li> </ul> <p><b>VET courses require compulsory Work Placement, course fees, equipment (including shoes) and WH&amp;S and/or first aid course/s (for Entertainment and Construction).</b></p>	<p><b>NON ATAR CATEGORY C</b></p> <ul style="list-style-type: none"> <li>• Computing Applications</li> <li>• Exploring Early Childhood</li> <li>• Furniture Making (Cert II)</li> <li>• Industry-Based Learning (only for apprentices or trainees)</li> <li>• Marine Studies</li> <li>• Music Industry Introduction (Cert II) **</li> <li>• Music Industry (Cert III) 2 year course</li> <li>• Photography, Video and Digital Imaging</li> <li>• Sport, Lifestyle and Recreation Studies</li> <li>• Visual Arts and Contemporary Craft (Cert III)</li> <li>• Work Studies **</li> </ul> <p>** 1 Year course only</p>

# BOARD DEVELOPED CATEGORY “A” COURSES

## PLEASE NOTE:

1. To apply for University straight after you complete Year 12 you will need to have an ATAR pattern of study.
2. **English** is compulsory plus a minimum of **FOUR** other Board Developed Courses.
3. Students may only select **ONE** Category B Course to be eligible for an ATAR.

**The following courses are all Board Developed Courses and can be used in the calculation of an ATAR to apply for University.**

## ENGLISH ADVANCED

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** English/History

### **Description:**

This is a highly competitive course suitable only for serious English students who require an ATAR.

Students will complete one common module : Reading to Write and two other modules :

Narratives that shape our World and a Critical Study of Literature during the Year 11 course.

Students will develop the skills of reading, writing, listening, speaking, viewing and representing. Students explore a range of texts from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

### **Assessment:**

This is rigorous with emphasis on high quality short and extended answer responses, narratives, speeches and essay writing. There will be three assessment tasks including a multimodal presentation and a formal written examination. The HSC examination details of this new syllabus are yet to be released.

### **Additional Information:**

Students who wish to take the Extension course **must** select this course. For the purpose of senior English, we advise that students work in a folder or an A4 workbook and bring their own device.

## ENGLISH EXTENSION 1

**ATAR:** Yes    **Number of Units:** 1    **Category:** A    **Faculty:** English/History

### **Description:**

This is a very challenging course aimed at the most capable English students.

Students undertake an academic study of complex texts and concepts. Students explore ideas of value, consider how they arise and why texts are perceived as culturally significant. Students studying this course will be challenged by studying how and why texts are both reflective and inflective of society. Students need to be prepared to work independently and to read a wide range of texts.

### **Assessment:**

This includes an oral presentation, creative writing, a writing portfolio and extended responses.

### **Additional Information:**

Students **must** be studying Year 11 Advanced English. Students wishing to take Extension 2 in Year 12 **must** select this course. For the purpose of senior English, we advise that students work in a folder or an A4 workbook and bring their own device.

## ENGLISH STANDARD

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** English/History

### Description:

This is a more general course suitable for all students.

Students will complete one common module: Reading to Write and two other modules: Contemporary Possibilities and a Close Study of Literature during the Year 11 course.

Students will develop the skills of reading, writing, listening, speaking, viewing and representing. Students explore a range of texts from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

### Assessment:

There will be three assessment tasks including a multimodal presentation and a formal written examination. The HSC examination details of this new syllabus are yet to be released.

### Additional Information:

For the purpose of senior English, we advise that students work in a folder or A4 workbook and bring their own device.

## ENGLISH STUDIES

**ATAR:** Optional    **Number of Units:** 2    **Category:** A    **Faculty:** English/History

### Description:

This is a more vocational course suitable for students who wish to refine their skills in English but are seeking an alternative to the English Standard Course.

Students will complete one mandatory module: Achieving through English and up to an additional four other modules during the Year 11 course. Students will read, view, listen to and compose a wide range of texts including print and multimodal texts.

### Assessment:

In Year 11, there will be three assessment tasks including a collection of classwork, a multimodal presentation and a formal written examination. **Students who are seeking an ATAR can sit the optional HSC examination in Year 12.** The HSC examination details of this new syllabus are yet to be released.

### Additional Information:

This course is recommended for students who obtained a Band 6 or lower in NAPLAN.

For the purpose of senior English, we advise that students work in a folder or A4 workbook and bring their own device.

## ABORIGINAL STUDIES

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Social Sciences

### **Description:**

#### **Year 11 Topics:**

Aboriginality and the Land (20%), Heritage and Identity (30%),  
International Indigenous Community (25%),  
Research and Inquiry Methods: Local Community Case Study (25%)

#### **Year 12 Topics:**

Social Justice and Human Rights- Global Perspective (20%),  
Social Justice and Human Rights- Comparative Study (30%),  
Aboriginality and the Land or Heritage and identity (20%),  
Research and Inquiry Methods Major project (30%) (This is a major work project).

Students will develop the following skills – calculation, inquiry, research, reading and comprehension, writing, communication and self-management skills.

### **Assessment:**

This course is assessed through a range of strategies including research, examinations and extended response. A major project is a major part of the HSC.

### **Structure of the HSC Examination:**

The HSC is a 3hour examination that consists of the following types of questions -  
5 Multiple Choice, 5 Short Answers, 3 x 25min Extended responses, 1 x 1hour Extended response

### **Additional Information:**

This subject is recommended for students who have good reading, writing and inquiry skills. Students need to be able to self-manage a large research inquiry task. Students need to be willing to work with the local Aboriginal Community and be up to date with current events.

Students will have an overnight excursion to Yengo National Park in Yr11 and to the Redfern Legal Centre in Yr12.

## ANCIENT HISTORY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** English/History

### Description:

This is a challenging course suitable for students who have a real interest in the ancient world and are prepared to work hard at their studies. In the Year 11 course, students complete an investigation into the skills of an archaeologist and develop an understanding of areas such as the treatment and display of human remains and the representation of the ancient past. This is followed by case studies such as Tutankhamun's tomb, Troy and Teotihuacan. We will also be investigating from one of the following areas: death and funerary customs, women, slavery, weapons and warfare of an Ancient Society Greece, Egypt, China, Rome, and Celtic Europe. Students will also complete a Historical Investigation of their own choice.

In the HSC course, students are required to study a Core topic which is Cities of Vesuvius – Pompeii and Herculaneum, a Historical Period – Greece or Egypt, a Personality – Pericles or Hatshepsut and then an Ancient Society (Sparta).

### Assessment:

In the Year 11 course there are three assessment tasks including the Historical Investigation and a formal written examination. The HSC Examination details for this new syllabus are yet to be released.

### Additional Information:

We advise students to work in a folder or A4 workbook and bring their own device.

## BIOLOGY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Science

### Description:

Biology explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Topics include: Cells, biological diversity, ecological dynamics, heredity, genetics and infectious and non-infectious disease.

### Assessment:

Students will demonstrate their learning through a range of assessment tasks which include research, first hand investigations, written examinations and a depth study. Students will be expected to write regular practical reports as part of their home study regime.

### Additional Information:

It is recommended that students are currently achieving at a Grade C average or better across all courses to consider this course.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology, the health sciences and related interdisciplinary industries. 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.

### Additional Costs:

\$30 for EdRolo subscription – required for Year 12 students only.

## BUSINESS STUDIES

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Social Sciences

### **Description:**

#### **Year 11 Topics:**

Nature of Business (20%), Business Management (40%), Business Planning (40%)

#### **Year 12 Topics:**

Operations (25%), Finance (25%), Marketing (25%), Human Resources (25%)

Students will develop the following skills – calculation, inquiry, research, reading & comprehension, writing, communication and self-management skills.

### **Assessment:**

A variety of assessments are used throughout the entire course including the writing of a business plan, business report, marketing plan, examinations, research case study and problem based task.

### **Structure of the HSC Examination:**

The HSC is a 3hour examination that consists of the following -  
20 multiple choice questions, short answers questions and 2 x business reports.

### **Additional Information:**

This subject is recommended for students who are able to self-manage a large research inquiry task. Students need to have good writing skills, like working with facts and figures and be up to date with current events. Students will need to be able to do applied mathematical calculations. Students will attend an excursion related to their Business Case Study.

### **Additional Costs:**

\$45.00 per year for course materials and EdRolo subscription.



## CHEMISTRY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Science

### Description:

Chemistry 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 and sustainability.

Topics include: Properties and structure of matter, reactive chemistry, drivers of reactions, acids and bases, organic chemistry and applying chemical ideas.

### Assessment:

Students will demonstrate their learning through a range of assessment tasks which include research, first hand investigations, written examinations and a depth study. Students will also be expected to write regular practical reports as part of their home study regime.

### Additional Information:

It is recommended that students are currently achieving at Grade B average or better across all courses to consider this course.

This 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. 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.

### Additional Costs:

\$30 for EdRolo subscription – required for Year 12 students only.

## COMMUNITY AND FAMILY STUDIES

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** TAS

### Description:

CAFS is a two year course designed for students who are interested in families and communities in relation to the changing nature of Australian society. The course assists students to plan and manage resources efficiently, while focusing on people and relationships. Topics covered in Year 11 include Resource Management, Individuals and Groups, and Families and Communities. The HSC Course builds on these through a study of Groups in Context, Research Methodology, Parenting and Caring, as well as an optional topic.

### Assessment:

This involves written research in the form of reports, case studies, extended responses and a major Independent Research Project (IRP) in the HSC Year – this is marked at school as it forms part of the School Assessment.

### Additional Information:

This course is suitable for both ATAR and Non-ATAR students. Students interested in current affairs, community events and those who take an interest in the world around them are suited to CAFS.

## DANCE

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** CAPA

### Description:

Students undertake the study of Dance as an art form through the interrelated components of Performance, Composition and Appreciation. Students develop skills and understanding of Dance Technique incorporating Safe Dance Practice, fundamental body mechanics and Performance Quality. In Composition, their focus is developing a personal movement style to communicate ideas creatively, and they apply this to their critical analysis of works of others in Appreciation.

### Assessment:

Students are assessed on their dance ability as well as how they choreograph dances. In the HSC course, students also undertake an in-depth study of Dance Appreciation. The HSC includes assessment of a written examination, plus performance of a solo dance and discussion (where you orally discuss elements of your performance), the composition and completion of a Major Study work option. Assessment is performed before a panel of markers.

### Additional

#### Information:

Students will be expected to perform dances in front of large audiences during school showcase events and official assemblies. Some of these events take place outside regular school hours. Students undertaking this course need to be organised and committed to working in team environments.

**Course fees: \$40 per year plus excursion costs.**

## DESIGN AND TECHNOLOGY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** TAS

### Description:

This course is suited to students who are interested in creating products. It is an excellent follow on from the STEM program and students are encouraged to create products from a number of materials, including timber, metals, plastics, fabric and polymers. Design careers are explored, including: Architecture, Engineering, Graphic Design, Industrial Design, Furniture Design and Product Design. Students explore the impacts that designs have on society and the environment. Design and Technology students are encouraged to use new technology within the school, including the LASER cutter and 3D printer in order to create their projects. The Year 11 course involves the study of design theory coupled with the design and production of minor projects. The HSC Course involves the students designing and making a Major Design Project of their choice, from any number of materials and media.

### Assessment:

This includes case studies, examinations, research and the production of a major project with an accompanying written folio.

### Additional Information:

Elective fees of **\$40.00 per year** to cover the cost of the projects and consumables. Students are expected to manage their own financing towards the cost of materials in the HSC year. Students may also complete the Industrial Technology course without course exemption.

Students who are highly organised, have initiative, are creative, can effectively problem-solve and who are able to meet deadlines are most suited to this course.

Fully enclosed steel cap footwear – predominantly leather upper shoes are to be worn prior to entering and during time in a technology space, eg. workshop.

## DRAMA

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** CAPA

### **Description:**

In HSC Drama, students learn about the practices of making, performing and critically studying Drama. These practices are explored through both practical experience (Improvisation, Play building, Acting and Stagecraft) and Critical Theory (theatre styles, movements and analysis of specific plays). Drama is an exciting and creative course, as well as being intellectually challenging. It allows students to explore various issues and experiment with different performance styles in an inclusive and supportive environment, as well as gaining new insight into the history and development of theatre in society.

### **Assessment:**

This course is weighted 60% practical and 40% theory. The HSC examination for this course consists of a Group Performance, an Individual Project and a Written Examination, so students need to be prepared for both practical and theory elements of the course.

### **Additional Information:**

Students will be expected to participate in drama performances in front of large audiences during school showcase events and official assemblies. Some of these events take place outside regular school hours. Students undertaking this course need to be organised and committed to working in team environments. Students will be required to provide a uniform of 'Drama Blacks' for the purpose of performance.

### **Additional Costs:**

Course fees - \$40.00 per year plus excursions

## EARTH AND ENVIRONMENTAL SCIENCE

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Science

### **Description:**

Earth and Environmental Science explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. It includes a study of how geological and biological forces have helped shape the environment in which we live, and looks at how humans have influenced the environment, not always for their benefit.

Topics include: Earth's resources and transformations, plate tectonics, human impacts, climate science and resource management.

### **Assessment:**

Students will demonstrate their learning through a range of assessment tasks which include research, first hand investigations, written examinations and a depth study. Students will also be expected to write regular practical reports as part of their home study regime.

### **Additional Information:**

It is recommended that students are currently achieving at Grade C average or better across all courses to consider this course.

This course provides the foundation knowledge and skills required to study the Earth Sciences 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. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

## ECONOMICS

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Social Sciences

### Description:

#### Year 11 Topics:

Introduction to Economics (10%), Consumers and Business (10%), Markets (20%), Labour Markets (20%), Financial Markets (20%), Government in the Economy (20%)

#### Year 12 Topics:

The Global Economy (25%), Australia's Place in the Global Economy (25%), Economic Issues (25%), Economic Policies and Management (25%)

Students will develop the following skills – calculation, inquiry, research, reading and comprehension, writing, communication and self-management skills.

### Assessment:

A variety of assessments are used throughout the entire course including examinations, extended responses, calculations, research and report.

### Structure of the HSC Examination:

The HSC is a 3 hour examination that consists of the following-  
20 Multiple choice questions, short answer questions based on skills, 2 extended responses.

### Additional Information:

The subject is recommended for students who have good writing skills, like working with facts and statistics and be up to date with current events. Students will need to be able to do applied mathematical calculations.

Students will be required to attend an excursion to the Reserve Bank and a Year 12 Economics lecture day.

### Additional Costs:

\$20 per year for course material.

## ENGINEERING STUDIES

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** TAS

### Description:

Engineering Studies is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The course promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills for working as a team.

The course develops knowledge and understanding of the profession of engineering. It also provides an opportunity to integrate the science and mathematics disciplines with societal development and change. The course provides opportunities and challenges to deal with engineering concepts.

### Assessment:

This includes researching and applying knowledge in written reports and examinations.

### Additional Information:

It is highly desirable that students be studying and achieving sound results in Mathematics and Science if considering this course as part of their pattern of study. Students should also select ATAR level Mathematics and Physics or Chemistry.

## FOOD TECHNOLOGY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** TAS

### **Description:**

This course is aimed at students who are interested in the theory of food and nutrition. Students will develop knowledge and understanding about the production, processing and consumption of food. The nature of food, human nutrition and an appreciation of the importance of food to health and its impact on society are also investigated. Class work will include researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations. This course is mostly theory.

### **Assessment:**

This is predominantly through written research and investigation type activities. A minimal amount of practical work is included to support theoretical concepts. Examinations also feature throughout the assessment program.

### **Additional Information:**

Course fees of **\$40.00 per year**. Equipment including an apron, hair net/hat, tea towel and dishcloth are required.

Students wishing to work 'hands on' with food, food preparation and cooking may need to consider choosing a Hospitality course as Food Technology is predominantly a theory based course.

## FRENCH BEGINNERS

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Languages

### Description:

French Beginners is a **two-year course** which has been designed for students who wish to begin their study of French at Senior Secondary level. It is intended **for students who have not studied French in Year 9 or 10 and who are not native speakers.**

**In the Year 11 course,** students will begin to develop their knowledge and understanding of French and will develop skills necessary to communicate in French. They will study a number of prescribed topics from the perspectives of the personal world and the French speaking communities, **developing their listening, speaking and reading skills.**

**In the HSC course,** students will continue to develop their knowledge and understanding of French structures through the four skills: listening, speaking, reading and writing and **using a variety of approaches including film studies, games, songs, authentic material in French and general literature.**

### 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.

### Assessment:

These topics will be assessed through the four micro-skills: listening, speaking, reading and writing. This will involve:

- Interpreting phrases and conversations from audio files.
- Responding to conversation and written questions.
- Oral presentation.
- Teacher-student interviews in the target language.
- Understanding and deducing meaning from written texts.
- Writing responses in French.

### Additional Information:

It is recommended that **students suited to this course** will have achieved **solid results in Year 10 English** and are **willing to undertake English Advanced** in Stage 6 or are **likely to be placed in a top English Standard** class. In Stage 5, these students should have demonstrated ability to understand and use English language conventions in writing and conversation, and have the confidence to apply knowledge of English language structures in a range of contexts.

This course is intended for **academic students** looking for an ATAR.

## GEOGRAPHY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Social Sciences

### **Description:**

#### **Year 11 Topics:**

Biophysical Interactions (45%), Global Challenges (45%) Senior Geography Project (10%)

#### **Year 12 Topics:**

Ecosystem at Risk (33%), Urban Places (33%) People and Economic Activity (33%)

Students will develop the following skills – calculation, geography, inquiry, research, reading and comprehension, writing, communication and self-management skills.

### **Assessment:**

A variety of assessments are used throughout the entire course including a research task, extended response task, examinations, senior geography project (12 hours of primary research).

### **Structure of the HSC Examination:**

The HSC is a 3 hour examination that consists of the following questions –  
20 multiple choice (based on Geography Skills), short answer questions, 2 extended responses.

### **Additional Information:**

This subject is recommended for students who are able to self-manage a large research inquiry task, enjoy geographical skills, good writing skills and like facts and statistics. Students will need to be able to do applied mathematical calculations and be up to date with events.

Students will be required to attend 4 excursions for fieldwork activities across year 11 and year 12. Excursions will include trips to North Shelly Beach to study an ecosystem at risk and a Biome, Green Square to study Urban Areas and a location to do with an Economic Activity yet to be determined.

### **Additional Costs:**

\$40 per year for course materials.



## INFORMATION PROCESSES AND TECHNOLOGY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Computing

### **Description:**

Information Processes and Technology (IPT) is the study of information systems and the processes and technologies involved in them. IPT is offered as a general computer course that provides opportunity for students to study a broad overview of computers in society. This course extends on the Year 9-10 studies of computers. IPT focuses on giving students an understanding of information technology, information processes and the skills to create information systems. This includes the social and ethical issues of computer systems that affect the community, individuals and businesses.

Students have the opportunity to learn about databases, extend on their general knowledge and use of general computer skills. Projects and practical work includes a basic introduction to website design, the use of software packages for different types of projects and a general understanding of how technology has shaped and is shaping the world in which we live.

### **Assessment:**

Students are graded predominantly through research, design and development of project based assessments. In addition to group projects and major individual projects, students are also assessed through report writing and formal examinations.

### **Additional Information:**

Students may also complete the Information and Digital Technology VET course without course exemption. Due to the nature of assessment in this course, it is advised that students considering this course have proven time management and organisational skills in addition to a general interest in computing. This course would suit those students who may be interested in pursuing a career in IT and in further study in this field at TAFE or University. A good level of word processing skills, time management and a general interest in computing is highly recommended.

## INDUSTRIAL TECHNOLOGY TIMBER/GRAHICS

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** TAS

### Description:

Strands to choose from are: TIMBER Industries, GRAPHICS Industries. **Students are able to choose one strand only.**

During Year 11, students gain knowledge, skills and understanding in designing, managing, problem-solving, communicating and safe use of manufacturing processes and techniques in the production of projects. This prepares the students for the HSC. Students learn about design and then use this knowledge to research, design and produce a major product, documenting the entire process along the way.

### Assessment:

In the HSC year, the students will be required to produce a Major Practical Project with an accompanying folio. The project is the student's own choice. Examples of projects students can do include: designing and drawing houses, buildings and stadiums, designing and building a timber cabinet, table, surfboard or pool table.

### Additional Information:

It is recommended that students considering this course possess highly developed skills in their chosen area of TIMBER or GRAPHICS. It is desirable that Timber students have completed Timber courses in Years 9 and 10. Students without highly developed skills should consider undertaking our skill building focused courses such as Furniture Making and Construction.

Elective fees cover the costs of projects and consumables. In Year 12, students are required to purchase their own timber for their major design project. Consumables such as glue, screws, etc. will be supplied as part of the course fees. Fully enclosed steel cap footwear – predominantly leather upper shoes are to be worn prior to entering and during time in a technology space. Students may also complete the Design & Technology course without exemption.

<b>Course fees:</b>	Timber Industries	Year 11	<b>\$80.00 per year</b>	Year 12	<b>\$40.00 per year</b>
	Graphic Industries	Year 11	<b>\$30.00 per year</b>	Year 12	<b>\$10.00 per year</b>

**Please note: Only one strand of Industrial Technology may be studied.**

## INVESTIGATING SCIENCE

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Science

### **Description:**

Investigating Science 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. Investigating science involves the scientific skills, and their application, which 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 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 science concepts, their current and future uses, and their impacts on science and society. **Students who undertake study of any other science course are encouraged to also study Investigating Science.**

Topic include: Scientific models and investigations, technologies, theories and law, science and society

### **Assessment:**

Students will demonstrate their learning through a range of assessment tasks which include research, first hand investigations, written examinations and a depth study. Students will also be expected to write regular practical reports as part of their home study regime.

### **Additional Information:**

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.

## LEGAL STUDIES

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Social Sciences

### **Description:**

#### **Year 11 Topics:**

Core Part 1 – The Legal System (40%), Core Part 2 -The Individual and the Law (30%),  
Core Part 3 – Law in Practice (30%)

#### **Year 12 Topics:**

Core Part 1 – Crime (30%), Core Part 2 – Human Rights (20%),  
Core Part 3 – Options Family and World Order (50%)

The student will develop the following skills – inquiry, research, reading and comprehension, writing, communication and self-management skills.

### **Assessment:**

A variety of assessments are used throughout the entire course including media research, examinations and extended response

### **Structure of the HSC Examination:**

The HSC is a 3 hour examination that consists of the following questions –  
20 multiple choice, short answer questions and 2 extended response.

### **Additional Information:**

This subject is recommended for students who are able to evaluate and share their opinion, have good writing skills, likes working with facts and statistics and is up to date with current events.

Students will be required to attend an excursion to a court house. However, this is dependent on the case being heard and the availability of the court at the time the topic is being studied.

### **Additional Costs:**

\$45.00 per year for course material and EdRolo subscription.

## MATHEMATICS

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Maths

### Description:

This course is intended for students who have successfully completed Stage 5.3 Mathematics and who have shown competence in the skills needed for that course. The Mathematics course will further develop the algebraic and calculus aspects of the 5.3 course with relevance and application to the real world. The course is rigorous and links well to tertiary studies in areas such as the Physical Sciences, Computer Sciences and Engineering.

### Assessment:

Assessment tasks include an online quiz, Geogebra investigation task and a major examination.

### Additional Information:

It is highly recommended that students are currently studying the 5.3 course or are excelling at the 5.2 course. If in doubt, students should contact their classroom teacher as to their suitability for this course. Where a student has not reached the level indicated, they will need to demonstrate mastery throughout Semester 1 in order to maintain their place in this course. There is a high expectation for homework in this course. Students need a NESAs approved calculator to undertake this course – calculators on mobile phones and similar devices are not acceptable. Prescribed text – Study Guide – Cost \$26.00 (to be paid by the end of Term 4).

## MATHEMATICS EXTENSION 1

**ATAR:** Yes    **Number of Units:** 1    **Category:** A    **Faculty:** Maths

### Description:

The content and depth of treatment of algebra and calculus in this course is intended for students who have successfully completed Stage 5.3 Mathematics and who have demonstrated a mastery of all mathematical skills at this level. The Extension 1 Mathematics course builds on the concepts introduced through the Mathematics Advanced course and is studied in addition to that course. It is intended to further develop the skills needed to study mathematics and physical and engineering sciences at tertiary level.

### Assessment:

Assessment tasks include an online quiz, Geogebra investigation task and a major examination.

### Additional Information:

It is suggested that students achieving Grade A (8 or 9) in the 5.3 course would be suited to this course. Where a student has not reached the level indicated, demonstrated mastery throughout Semester 1 of the course will be necessary to maintain their place in this course. Students need a NESAs approved calculator to undertake this course – calculators on mobile phones and similar devices are not acceptable. Prescribed text – Study Guide – Cost \$26.00 (to be paid by the end of Term 4).

Please note: Mathematics Extension 2 is available in the HSC (Year 12). Students will be assessed on their suitability to undertake this course based on their Mathematics Extension 1 (year 11) results.

## MATHEMATICS STANDARD

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Maths

### **Description:**

The purpose of this course is to provide an appropriate mathematical background for students wishing to enter occupations that require the use of a variety of mathematical and statistical techniques. Mathematics Standard provides an appropriate course of study for students who have demonstrated competence in Mathematics up to and including at least Stage 5.1 by the end of Year 10.

The Year 11 Mathematics Standard course leads to two separate pathways for the HSC – Mathematics Standard 1 or Mathematics Standard 2.

Students who have demonstrated a high level of competence in the Year 11 Mathematics Standard course will progress to the HSC Mathematics Standard 2 course in Year 12. This is a NES A Developed Course and is counted in the 10 units required for the calculation of an ATAR.

Students who have demonstrated competence in the Year 11 Mathematics Standard course will progress to the HSC Mathematics Standard 1 Course in Year 12.

Mathematics Standard 1 students can choose to sit a HSC examination. Whereby the course will be counted in the 10 required for the calculation of an ATAR. Alternatively, students who choose not to sit the Examination will be classified as having completed a Board Endorsed Course and it cannot be counted in the 10 units required for the calculation of an ATAR.

### **Assessment:**

Assessment tasks include an online quiz, Geogebra investigation task and a major examination.

### **Additional Information:**

It is suggested that students who have studied Mathematics 5.1 would not be suited to this course. Students need a NES A approved calculator to undertake this course – calculators on mobile phones and similar devices are not acceptable. Prescribed text for Mathematics Standard – Study Guide – Cost \$26.00 (to be paid by the end of Term 4).

## MODERN HISTORY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** English/History

### Description:

This is a challenging course suitable for students who are prepared to work hard and who have a keen interest in twentieth century political and military history.

The Twentieth Century has been one of the most turbulent in history and in the Year 11 course, students learn about events, people and ideas which have contributed to these changes. There is an investigation into The Nature of Modern History which covers a wide range of topics and activities. There are also a number of case studies which examine significant events and personalities that provide a background to the HSC options. Students undertake a Historical Investigation where they choose their own topic to research and present their findings. The final study is to focus on an event instrumental in The Shaping of the Modern World.

In the HSC course, students are required to study Power and Authority in the Modern World 1919-1946, a National Study, a study in Peace and Conflict and an investigation of Change in the Modern World.

### Assessment:

In the Year 11 course there are three assessment tasks including the Historical Investigation and a formal written examination. The HSC examination details of this new syllabus are yet to be released.

### Additional Information:

We advise students to work in a folder or A4 workbook and bring their own device.

## MUSIC

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** CAPA

### Description:

This course should only be considered by students that have demonstrated ability and skills on an instrument/s and or vocally. Course 1 caters for students who have an interest in music and can perform with skills that can be built upon during Year 11. Performing in front of an audience is a prerequisite.

### Assessment:

The course relies heavily on the student's performance skills, however, other aspects of assessment are based around musical theory and composition. The HSC examination is divided into Performance and Aural listening, which is examination based around the student's knowledge of musical theory.

### Additional Information:

Students will be expected to perform in front of large audiences during school showcase events and official assemblies. Some of these events take place outside regular school hours.

**Course fees:**    **\$40.00 per year plus excursion costs.**

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** PDHPE

### Description:

The course examines a range of areas that underpin health and physical education. Study focuses on the management of personal and community health, as well as factors that affect and improve physical performance. Students develop skills of critical inquiry and practical application in investigating the course content.

### Assessment:

There are a variety of assessment types. These include in-class written responses (long and short answer), case studies, research tasks, oral presentations and formal examinations.

### Additional Information:

This course has a significant **theory base** along with some **limited opportunities for practical participation**. Students with a background in sport and strong writing skills will be equipped to experience success in this course.

Completion of this course may give students an advantage in career pathways involving Medicine, Physiotherapy, Nursing, Teaching and the Sport and Recreation Industry.

Students seeking a practical based course, with a particular interest in sport and physical activity, should consider the Sport, Lifestyle and Recreation Course as the PDHPE Course is predominantly theory based.

## PHYSICS

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Science

### Description:

Physics 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.

Topics include: kinematics, dynamics, electricity and magnetism, the nature of light and from the universe to the atom.

### Assessment:

Students will demonstrate their learning through a range of assessment tasks which include research, first hand investigations, written examinations and a depth study. Students will also be expected to write regular practical reports as part of their home study regime.

### Additional Information:

It is recommended that students are currently achieving at a Grade B average or better across all courses to consider this course. Students will need to demonstrate mathematical skills and writing skills and be able to interpret technical information.

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.

### Additional Costs:

\$30 for EdRolo subscription – required for Year 12 students only.



## SOCIETY AND CULTURE

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Social Sciences

### **Description:**

#### **Year 11 Topics:**

The Social and Cultural World (30%), Personal and Social Identity (40%), Intercultural Communications (30%)

#### **Year 12 Topics:**

Core – Personal Interest Project (30%), Core – Social and Cultural Continuity and Change (30%), Depth Studies (2 options at 20% each): Popular Culture / Belief Systems.

Students will develop the following skills – inquiry, research, reading and comprehension, writing, communication and self-management skills.

### **Assessment:**

**In addition to extended response essays and formal examinations, students must also submit a Personal Interest Project (PIP) worth 40% of their HSC examination mark. The PIP requires students to select a suitable topic (of their own choice) related to the course, develop and apply appropriate methods of research and investigation, and submit a completed project containing required components. This is a substantial document that requires students to complete a final written work of up to 5500 words.**

### **Structure of the HSC Examination:**

The HSC is a 2 hour examination that consists of the following –  
10 mixed multiple choice and short answers and 2 extended responses.

### **Additional Information:**

This subject is recommended for students who can self-manage a large research inquiry task, have good writing skills, can do primary research, likes facts and statistics, can do data analysis, enjoy working with primary and secondary sources and be up to date with current events.

**Society and Culture is a course designed for competent researchers who possess effective organisation and time management skills, in addition to a highly developed aptitude for extended writing.**

### **Additional Costs:**

\$20.00 per year for course materials.

## SOFTWARE DESIGN AND DEVELOPMENT

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Computing

### **Description:**

The Year 11 course introduces students to basic concepts of computer software design and development 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 this and asks students to develop and document software using a variety of data structures and language facilities. Students also learn to solve software problems. Demonstrated high level mathematical ability is a must.

### **Assessment:**

Students are assessed predominantly through research, design and development of project-based tasks. In addition to group projects and major individual projects, students are also assessed through report writing, practical tasks and formal examinations.

### **Additional Information:**

Students may also complete the Information and Digital Technology (VET) course and Information Processes and Technology without course exemption. Due to the nature of assessment in this course it is advised that students considering this course have proven time management and organisational skills, in addition to computing problem-solving skills. This is a more rigorous academic course requiring students to have well developed analytical and mathematical skills. This course suits students who show interest in pursuing study in computing at University.

## SPANISH BEGINNERS

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Languages

### Description:

Spanish Beginners is a two-year course which has been designed for students who wish to begin their study of Spanish at Senior Secondary level. It is intended **for students who have not studied Spanish in Year 9 or 10 and who are not native speakers.**

**In the Year 11 course,** students will begin to develop their knowledge and understanding of Spanish and will develop skills necessary to communicate in Spanish. They will study a number of prescribed topics from the perspectives of the personal world and the Spanish speaking communities, **developing their listening, speaking and reading skills.**

**In the HSC course,** students will continue to develop their knowledge and understanding of Spanish structures through the four skills: listening, speaking, reading and writing **and using a variety of approaches including film studies, games, songs, authentic material in Spanish and general literature.**

### 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.

### Assessment:

These topics will be assessed through the use of the four micro-skills: listening, speaking, reading and writing. This will involve:

- Interpreting phrases and conversations from audio files.
- Responding to conversation and written questions.
- Oral presentation.
- Teacher-student interviews in the target language.
- Understanding and deducing meaning from written texts.
- Writing responses in Spanish.

### Additional Information:

It is recommended that **students suited to this course** will have achieved **solid results in Year 10 English** and are **willing to undertake English Advanced** in Stage 6 or are **likely to be placed in a top English Standard** class. In Stage 5, these students should have demonstrated ability to understand and use English language conventions in writing and conversation, and have the confidence to apply knowledge of English language structures in a range of contexts.

This course is intended for **academic students** looking for an ATAR.

## STUDIES OF RELIGION II

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Social Sciences

### **Description:**

#### **Year 11 Topics:**

Nature of Religion and Beliefs (SOR 1 (60 hours) SOR 11 (120 hours)) (16 hours)  
Religious Tradition Study 1 (22 hours), Religious Tradition Study 2 (22 hours), Religious Tradition Study 3 (22 hours), Religions of Ancient Origin (22 hours), Religion in Australia pre-1945 (16 hours).

#### **Year 12 Topics:**

Religion and Belief Systems in Australia post-1945 (16 hours), Religious Tradition Depth Study 1 (22 hours), Religious Depth Study 2 (22 hours), Religious Depth Study 3 (22 hours), Religion and Peace (22 hours), Religion and Non-Religion (16 hours).

Students will develop the following skills – inquiry, research, reading and comprehension, writing, communication and self-management skills.

### **Assessment:**

Students are formally assessed in various ways including extended writing, research tasks, oral presentations and formal examinations. In class, students can expect to demonstrate their understanding through written work, debates and discussions.

### **Structure of the HSC Examination:**

The HSC is a 3 hour examination that consists of the following –  
Mixed multiple choice and short answers and 3 extended responses.

### **Additional Information:**

This subject is recommended for students who can self-manage a large research inquiry task, have good writing skills, likes facts and statistics.

Students will be required to attend an overnight excursion to Nan Tien Temple (near Wollongong) and a day excursion to Gallipoli Mosque in Auburn.

Students should be prepared to extend their learning at home and be willing to share these ideas in the classroom. Studies of Religion II is an exciting course that will allow students to research and investigate many different aspects of belief systems. Students must also be aware that this course requires them to be confident readers and be able to write extended responses to a high standard. These are key elements of this course.

### **Additional Costs:**

\$45.00 per year for course materials and EdRolo subscriptions per year.

## TEXTILES AND DESIGN

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** TAS

### Description:

The Year 11 course involves the study of design, textile construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical skills are focused on developing skills in fabric manipulation and embellishment, fashion drawing and folio work. Textiles students are usually creative and passionate about working with fabrics and other textile items.

Practical experiences are a major part of both years and are integrated throughout the content areas. Practical work includes construction/manufacturing samples, embellishing and fabric manipulation experiments and project work. The Year 11 course has two projects which are accompanied by folios.

- \* Project 1 – Embellish, Stitch and Enrich Journal Cover and Folio
- \* Project 2 – Burlesque - Corset

The HSC builds on the Year 11 course and involves the study of another culture, historical developments in textiles, contemporary designers, dyeing and printing innovations, emerging textiles and current issues in the Australian Textile Industry. The HSC involves a Major Textiles Project with a folio and practical item. This work is sent into the NESAs for assessment. Ability to meet deadlines is essential.

### Additional Information:

Course fees: **\$60.00** for Year 11 and **\$40.00** for Year 12 plus the purchase of necessary equipment. Students will be required to obtain an A3 folder for project work, A4 sketchbook, plastic sleeve book, necessary sewing equipment and fashion drawing implements (such as watercolour pencils, markers, B-6B pencils etc). A Major Textiles Project is 50% of the HSC.

## VISUAL ARTS

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** CAPA

### Description:

Visual Arts is a course designed for competent artists who possess effective organisation and time management skills, in addition to developed art-making ability. Visual Arts involves students in the practices of art making, art criticism and art history. Students critically investigate artists and artworks from a range of cultures, traditions and times through their Case Study research. Sound research and extended writing skills are recommended as students write many extended response case studies on artists and artworks they analyse throughout the course. Students also develop their skills in a number of practical areas to produce a 'Body of Work'.

### Assessment:

The course is weighted 50% Practical and 50% Theory. This means that students will be assessed on both their artwork, through regular reviews, and their knowledge and understanding of other artists' practice by written examination. For the HSC, students will have to produce a major artwork across the year called a 'Body of Work', in addition to sitting a formal written external examination.

### Additional Information:

Students interested in studying art for enjoyment rather than for an ATAR, should consider the Visual Arts Craft and Design course. **Course Fees: \$60.00 per year plus excursion costs.**

# CATEGORY “B” COURSES

## PLEASE NOTE:

1. For students seeking admission to University, **ONLY ONE** of these courses may be used in the calculation of the ATAR.
2. You **MUST** do the HSC Examination if you wish to include it in the calculation of your ATAR.
3. TEC recommends that students choose a maximum of **THREE** VET courses.
4. The VET HSC examination is optional for non-ATAR students.

**The following courses are all Board Developed Courses, but only one can be used to calculate the ATAR.**

# WHY STUDY A VET COURSE FOR YOUR HSC?

## FREQUENTLY ASKED QUESTIONS

### What does VET mean?

VET means **V**ocational **E**ducation and **T**raining. VET courses are available at Stage 5 – (Year 9 & 10) and at Stage 6 (Year 11 and Year 12)- Higher School Certificate (HSC) courses for students which allows the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

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

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

### What is reported on the HSC?

All VET courses are recorded on the HSC. As well, a HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. These credentials are issued by the NSW Education Standards Authority (NESA).

### What are competencies?

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

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

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

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

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Macquarie Park RTO 90222 is our current RTO and our teachers are the delivering Trainers, who have undertaken additional training to become qualified to deliver a VET course.

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

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I, II, or III depending on the VET course studied and the units of competency achieved.

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

Industry says workplace learning greatly enhances classroom training. NESA mandates the hours of work placement that students **MUST** complete in order to gain the units of study towards their HSC. Part-time work may be used to claim Recognition of Prior Learning (RPL) credit.

All AQF Credentials or Statements of Attainment provide students with foundation skills considered essential by Industry and have been identified for the individual qualification. There are many VET Courses available for you to choose for your senior study.

### QUALIFICATION: Certificate II Business (BSB20115)

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Board Developed Course – NESA No: <b>26101</b></li> <li><b>Minimum mandatory work placement – 70 hours</b></li> <li>A total of 4 units of credit – Year 11 and/or HSC</li> </ul> | <ul style="list-style-type: none"> <li>Exclusions with other Board Developed Courses - nil</li> <li>Category B status for the Australian Tertiary Admission Rank (ATAR)</li> <li><b>Consumables: \$ Nil</b></li> </ul> |
|---|--|

**Course Description:**

This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in office administration, business communication, safe and environmentally sustainable work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries. Occupations in the business services industry include sales clerk/officer, secretary/personal assistant, receptionist, payroll clerk/officer and office manager/owner of a small business.

**HSC Course Structure:**

This course consists of one core unit and fourteen elective units.

### UNITS OF COMPETENCY

**Core – Attempt all units**

Unit code	Unit title	HSC indicative hours of credit
BSBWHS201	Contribute to health and safety of self and others (Examinable)	15

**Stream focus area - Mandatory (Examinable)**

BSBINN201	Contribute to workplace innovation	15
BSBCUS201	Deliver a service to customers	15
BSBIND201	Work effectively in a business environment	25
BSBINM201	Process and maintain workplace information	15
BSBSUS201	Participate in environmentally sustainable work practices	15
TLIP2029	Prepare and process financial documents	20

**Electives - Attempt ALL units**

BSBWOR204	Use business technology	15
BSBWOR203	Work effectively with others	15
BSBCMM201	Communicate in the workplace	15
BSBWOR202	Organise and complete daily work activities	15
BSBITU201	Produce simple word processed documents	20
BSBITU202	Create and use spreadsheets	20
BSBITU307	Develop keyboarding speed and accuracy	25

### ASSESSMENT AND COURSE COMPLETION

**Competency-based Assessment:**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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.

**Work placement:**

Students **must** complete a minimum of **70 hours work placement** in a Business Services related industry workplace (35 hours in each of Years 11 and 12).

**Optional HSC examination:**

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Focus areas and associated Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**N Determinations:**

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

**Appeals:**

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

**Recognition of Prior Learning:** Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.



### QUALIFICATION: Certificate II in Construction Pathways (CPC20211)

- Board Developed Course - NESA No: **26201**
- Minimum mandatory work placement – 70 hours
- Exclusions with other Board Developed Courses – nil
- A total of 4 units of credit – 2 units x 2 years (Year 11 and HSC)
- Category B status for the Australian Tertiary Admission Rank (ATAR)
- **Consumables: \$70 per year**
- **Uniform: Steel capped boots (Safety Boots)**
- **Compulsory achievement of White Card – Additional cost for this course (approx. \$85.00)**

#### Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, concrete and painter and decorator. As part of the course, all students must have a WorkCover 'white card' before they can enter a worksite.

#### HSC Course Structure:

This course consists of six core units of competency and nine elective units.

### UNITS OF COMPETENCY – Compulsory – Attempt ALL units

#### Core - Attempt all units

Unit code	Unit title	HSC indicative hours of credit
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	15
CPCCCM1012A	Work effectively and sustainably in the construction industry	25
CPCCCM1013A	Plan and organise work	10
CPCCCM1014A	Conduct workplace communication	10
CPCCCM1015A	Carry out measurements and calculations	20
CPCCCM2001A	Read and interpret plans and specifications	20

#### Electives - Attempt ALL units

CPCCCA2002B	Use carpentry tools and equipment	Group B elective	10
CPCCCA2011A	Handle carpentry materials	Group B elective	20
CPCCCM2006B	Apply basic levelling procedures	Group H elective	15
CPCCCO2013A	Carry out concreting to simple form	Group H elective	20
CPCCJN2001A	Assemble components	Group F elective	15
CPCCJN2002B	Prepare for offsite manufacturing processes	Group F elective	10
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground	Group B elective	25

#### Additional examinable units delivered to meet NESA requirements

CPCCCM2005B	Use construction tools and equipment		20
CPCCWHS001	Prepare to work safely in the construction industry – <b>White Card – Cost Involved</b>		10

### ASSESSMENT AND COURSE COMPLETION

#### Competency-based Assessment:

Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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.

#### Work placement:

Students **must** complete a minimum of 70 hours work placement in a Construction related industry workplace (35 hours in each of Years 11 and 12).

**Optional HSC examination:** Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the compulsory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

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

**Appeals:** Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

**Recognition of Prior Learning:** Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

**QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Board Developed Course – <b>NESA COURSE No: 26401</b></li> <li>Minimum mandatory work placement – 70 hours</li> <li>A total of 4 units of credit – Year 11 and/or HSC</li> <li>Exclusions with other Board Developed Courses - nil</li> </ul> | <ul style="list-style-type: none"> <li>Category B status for the Australian Tertiary Admission Rank (ATAR)</li> <li><b>Consumables: \$60 per year</b></li> <li><b>Uniform: Theatre Black clothing.</b><br/><b>A TLSC shirt will be provided during events.</b></li> </ul> |
|--|---|

**Course Description:**

This course provides students with the opportunity to obtain national vocational qualifications for employment in the Entertainment industry. Students will be able to gain skills in communication, safe work practices, working with others, resolving complaints, staging and using audio, lighting and vision systems. Possible occupations include stage hand, lighting technician, set designer and sound technician.

**HSC Course Structure:**

This course consists of four core units of competency and eight elective units.

**UNITS OF COMPETENCY**

**Core – Attempt all units**

Unit code	Unit title	HSC indicative hours of credit
CPCCWHS1001	Prepare to work safely in the construction industry	10
CUAIND301	Work effectively in the creative arts industry	20
CUAWHS302	Apply work health and safety practices	15
SITXCCS303	Provide service to customers	20

**Electives - Attempt ALL units**

CUASOU301	Undertake live audio operations	25
CUASTA301	Assist with production operations for live performances	25
CUALGT301	Operate basic lighting	25
CUAVSS302	Operate vision systems	25
MEM18002B	Use power tools/hand held operations	20
CUASOU306	Operate sound reinforcement systems	20
CUASMT301	Work effectively backstage during performances	25
CUASTA202	Assist with bump in and bump out of shows	20

**ASSESSMENT AND COURSE COMPLETION**

**Competency-based Assessment:**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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.

**Work placement:**

Students **must** complete a minimum of 70 hours work placement in an Entertainment related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in other entertainment production environments intended for public performance, including school productions.

**Optional HSC examination:**

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**N Determinations:**

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

**Appeals:**

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

**Recognition of Prior Learning:**

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

QUALIFICATION: : Certificate II in Hospitality (SIT20316)		
<ul style="list-style-type: none"> <li>• Board Developed Course – <b>NESA Course No: 26511</b></li> <li>• Minimum mandatory work placement – 70 hours</li> <li>• Exclusions with other Board Developed Courses – nil</li> <li>• A total of 4 units of credit – 2 units x 2 years (Year 11 and HSC)</li> </ul>	<ul style="list-style-type: none"> <li>• Category B status for the Australian Tertiary Admission Rank (ATAR)</li> <li>• Consumables \$120 per year</li> <li>• Uniform \$85.00 ordered through the school includes: Black chef's jacket, Black chef's hat; black neckerchief; checked pants</li> <li>• Must wear fully enclosed leather shoes</li> </ul>	
<p><b>Course Description:</b> This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in food service. Occupations in the hospitality industry including café attendant, food and beverage attendant, front office assistant.</p> <p><b>Course HSC Structure:</b> To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a food and beverage focus must undertake <b>four mandatory</b> and <b>four Food and Beverage stream associated units of competency</b> (four core, one Group A elective and three Group B electives for Certificate II in Hospitality) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.</p>		
UNITS OF COMPETENCY		
Core - Attempt ALL units		
Unit code	Unit title	HSC indicative hours of credit
SITXWHS001	Participate in safe work practices (Mandatory)	15
BSBWOR203	Work effectively with others (Mandatory)	15
SITHIND002	Source and use information on the hospitality industry(Mandatory)	20
SITXCCS003	Interact with customers (F&B Stream)	15
SITHIND003	Use hospitality skills effectively (Elective)	20
SITXCOM002	Show social and cultural sensitivity (Elective)	10
Electives		
SITXFSA001	Use hygienic practices for food safety (Mandatory)	10
SITHFAB005	Prepare and serve espresso coffee (F&B Stream)	15
SITHFAB007	Serve food and beverage (F&B Stream)	40
SITXFSA002	Participate in safe food handling practices (Elective)	15
SITHFAB004	Prepare and serve non-alcoholic beverages (F&B Stream)	15
SITHCCC003	Prepare and present sandwiches (Elective)	10
Additional Units of competency delivered to meet NESA requirements		
SITHCCC001	Use food preparation equipment (Elective)	20
SITXCOM001	Source and present information (Elective)	10
BSBSUS201	Participate in environmentally sustainable work practices(Elective)	15
ASSESSMENT AND COURSE COMPLETION		

### Competency-based Assessment

Students in this course, work to be progressively assessed as 'competent'.

**Work placement:** Students must complete 240 hours of work placement (35 hours in each of Years 11 and 12). For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

### N Determinations:

Where a student has not met NESA course completion criteria they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

### Appeals:

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

### Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

## Macquarie Park

Registered Training Organisation 90222

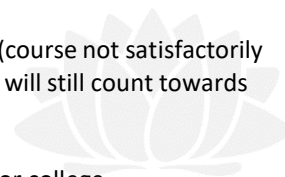
**HOSPITALITY Kitchen Operations Stream**

240 Indicative hours - 2018



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**QUALIFICATION: : Certificate II Kitchen Operations (SIT20416)**

- Board Developed Course – **NESA Course No: 26511**
- Minimum mandatory work placement – 70 hours
- Exclusions with other Board Developed Courses – nil
- A total of 4 units of credit – 2 units x 2 years (Year 11 and HSC)

- Category B status for the Australian Tertiary Admission Rank (ATAR)
- Consumables: \$120.00 per year
- Uniform \$200.00 ordered through the school includes: Black chef's jacket, Black chef's hat; black neckerchief; checked pants and chef's toolbox with assorted knives and stone
- Must wear fully enclosed leather shoes

**Course Description:**

This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in commercial cookery. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.

**Course HSC Structure:**

To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a kitchen operations and cookery focus must undertake **four mandatory** and **four Kitchen Operations and Cookery stream associated units of competency** (six core and two listed electives for Certificate II in Kitchen Operations) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.

**UNITS OF COMPETENCY**

**Core - Attempt ALL units**

Unit code	Unit title	HSC indicative hours of credit
SITXFSA001	Use hygienic practices for food safety (Mandatory)	10
SITXWHS001	Participate in safe work practices (Mandatory)	15
BSBWOR203	Work effectively with others (Mandatory)	15
SITHCCC001	Use food preparation equipment (KO&C Stream)	20
SITHCCC005	Prepare dishes using basic methods of cookery (KO&C Stream)	40
SITHKOP001	Clean kitchen premises and equipment (KO&C Stream)	10
SITXINV002	Maintain the quality of perishable items (Elective)	5
SITHCCC011	Use cookery skills effectively (Elective)	20

**Electives – Attempt ALL units**

SITHIND002	Source and use information on the hospitality industry (Mandatory)	20
SITXFSA002	Participate in safe food handling practices (KO&C Stream)	15
SITHCCC002	Prepare and present simple dishes (Elective)	20
SITHCCC006	Prepare appetisers and salads (Elective)	25
SITHCCC003	Prepare and present sandwiches (Elective)	10

**Additional Units of competency delivered to meet NESA requirements**

BSBSUS201	Participate in environmentally sustainable work practices (Elective)	15
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**ASSESSMENT AND COURSE COMPLETION**

**Competency-based Assessment:**

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

**Work placement:** Students **must** complete a minimum of 70 hours work placement in a Hospitality related industry workplace (35 hours in each of Years 11 and 12). For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

**N Determinations:**

Where a student has not met NESA course completion criteria they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

**Appeals:**

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

**Recognition of Prior Learning:**

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit

**QUALIFICATION: SOA towards Certificate III in Information, Digital Media and Technology (ICT30115)**

- Board Developed Course – **NESA Course No: 27301**
- Minimum mandatory work placement – 70 hours
- Exclusions with other Board Developed Courses - nil
- A total of 4 units of credit – 2 units x 2 years (Year 11 and HSC)
- Category B status for the Australian Tertiary Admission Rank (ATAR)
- Consumables\$ Nil

**Course Description**

This course provides students with the opportunity to obtain a national vocational qualification in the information and communications technology industry. Students will be able to develop knowledge and skills to enable them to be an effective ICT user and/or employer. Skills acquired in this course are transferable to other industries. Specialised occupations in ICT include technical support officer, desktop publisher, computer programmer, software designer/developer, website developer and systems analyst.

**HSC Course Structure:**

This course consists of five core units of competency and six elective units to achieve the **Statement of Attainment**.

**UNITS OF COMPETENCY**

**Core - Attempt ALL units**

Unit code	Unit title	HSC indicative hours of credit
BSBWHS304	Participate effectively in WHS communication and consultation processes (HSC Mandatory)	20
ICTICT202	Work and communicate effectively in an ICT environment (HSC Mandatory)	25
ICTICT302	Install and optimise operating system software (HSC Mandatory)	20
ICTSAS301	Run standard diagnostic tests (HSC Mandatory)	10
BSBSUS401	Implement and monitor environmentally sustainable work practices (Elective)	25

**Electives – Attempt ALL units**

ICTICT203	Operate application software packages (Web/ Software Applications Stream- Group A)	20
ICTICT308	Use advanced features of computer applications (Web/Software Applications Stream -Group A)	30
ICTWEB302	Build simple websites using commercial programs(Web/Software Applications Stream - Group D)	30
ICTWEB201	Use social media tools for collaboration and engagement Elective Group D	20
ICTWEB301	Create a simple mark-up language document Elective Group D	25
ICTWEB303	Produce digital images for the web Elective Group D	20

**ASSESSMENT AND COURSE COMPLETION**

**Competency-based Assessment:**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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.

**Work placement:**

Students **must** complete a minimum of 70 hours work placement in an Information and Digital Technology related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in a simulated Information and Digital environment.

**Optional HSC examination:**

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Compulsory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**N Determinations:**

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

**Appeals:**

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

**Recognition of Prior Learning:**

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

240 indicative hours – 2018

**QUALIFICATION: Certificate I in Engineering (MEM10105)**

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|--|--|
| <ul style="list-style-type: none"> <li>Board Developed Course – <b>NESA Course No:26701</b></li> <li>Minimum mandatory work placement – 70 hours</li> <li>Exclusions with other Board Developed Courses – Industrial Technology – Metal &amp; Engineering Industries Focus Area.</li> <li>A total of 4 units of credit – Year 11 and/or HSC</li> </ul> | <ul style="list-style-type: none"> <li>Category B status for the Australian Tertiary Admission Rank (ATAR)</li> <li>Consumables \$70 each year</li> <li>Uniform – Fully enclosed steel capped boots</li> </ul> |
|--|--|

**Course Description:**

This course provides students with the opportunity to obtain national vocational qualifications for employment in the manufacturing, engineering and related industries. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, engineering draftsman, boat builder/repairer and mechanical, production or marine engineer.

**HSC Course Structure:**

This course comprises four core units of competency, the manufacturing, engineering and related services industries induction; Interpret technical drawing and five elective units.

**UNITS OF COMPETENCY – Compulsory – Attempt ALL units**

**Core - Attempt all units**

Unit code	Unit title	HSC indicative hours of credit
MEM13014A	Apply principles of occupational health and safety in the work environment	15
MEM14004A	Plan to undertake a routine task	10
MEM15024A	Apply quality procedures	5
MEM16007A	Work with others in a manufacturing, engineering or related environment	15

**Electives - Attempt ALL units**

MEM12023A	Perform engineering measurements	15
MEM12024A	Perform computations	20
MEM15002A	Apply quality systems	10
MEM18001C	Use hand tools	20
MEM18002B	Use power tools/hand held operations	20
MEM05006C	Perform brazing and or silver soldering	20
MEM16005A	Operate as a team member to conduct manufacturing, engineering or related activities	10
MEM11011B	Undertake manual handling	5
MEM07032B	Use workshop machines for basic operations	25
MEM16008A	Interact with computing technology	10

**Additional examinable units delivered to meet NESA requirements These units are not part of the CERT I qualification**

Induction	Manufacturing, engineering and related services industries induction	10
MEM09002B	Interpret technical drawing	30

**ASSESSMENT AND COURSE COMPLETION**

**Competency-based Assessment:**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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.

**Work placement:**

Students **must** complete a minimum of 70 hours work placement in a Metal and Engineering related industry workplace (35 hours in each of Years 11 and 12).

**Optional HSC examination:**

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the compulsory units of competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**N Determinations:**

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

**Appeals:** Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

**Recognition of Prior Learning:** Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

QUALIFICATION: Certificate II in Agriculture (AHC20116)		
<ul style="list-style-type: none"> <li>• Board Developed Course – NESA Course No: <b>26811</b></li> <li>• Minimum mandatory work placement – 70 hours</li> <li>• Exclusions with other Board Developed Courses – nil</li> <li>• A total of 4 units of credit – Year 11 and/or HSC</li> </ul>	<ul style="list-style-type: none"> <li>• Category B status for the Australian Tertiary Admission Rank (ATAR)</li> <li>• Consumables: \$80.00 per year</li> <li>• Uniform: Enclosed steel capped boots Long sleeved collared Hi Viz shirt</li> </ul>	
<p><b>Course Description:</b> This course provides students with the opportunity to obtain a national vocational qualification in agriculture, horticulture and/or conservation and land management. Students will be able to gain skills in farm operations and equipment, the production and care of livestock and/or crops and in sustainable land management. Possible occupations include farm hand/labourer, shearer, horse care attendant, horticultural assistant and farmer/farm manager.</p> <p><b>HSC Course Structure:</b> This course consists of two core units of competency, the Care for health and welfare of livestock stream, and fourteen elective units.</p>		
UNITS OF COMPETENCY – Compulsory – Attempt ALL units		
Core - attempt all units		
Unit code	Unit title	HSC indicative hours of credit
AHCWRK209	Participate in environmentally sustainable work practices	15
AHCWHS201	Participate in work health and safety processes	15
AHCWRK204	Work effectively in the industry	20
Electives -		
AHCCHM201	Apply chemicals under supervision	20
AHCWRK201	Observe and report on weather	15
AHCLSK202	Care for health and welfare of livestock	20
AHCMOM202	Operate tractors	20
AHCINF202	Install, maintain and repair farm fencing	15
AHCWRK205	Participate in workplace communications	10
AHCPMG201	Treat weeds	10
AHCLSK204	Carry out regular livestock observation	10
AHCLSK205	Handle livestock using basic techniques	15
AHCLSK209	Monitor water supplies	10
AHCSOL201	Determine basic properties of soil/or growing media	10
AHCNSY202	Care for nursery plants	15
AHC BIO201	Inspect and clean machinery for plant, animal and soil material	15
AHCNSY201	Pot up plants	10
AHCNSY203	Undertake propagation activities	20
AHCLSK211	Provide feed for livestock	10
AHCLSK206	Identify and mark livestock	10
Choose these <b>2 plant units</b> as an option <b>or</b> the 2 animal units below Choose these <b>2 animal units</b> as an option <b>or</b> the 2 plant units above		
ASSESSMENT AND COURSE COMPLETION		
<p><b>Competency-based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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. Students can also complete a specialisation study in Primary Industries- The purpose of the Primary Industries Specialisation Study is to provide students with the opportunity to gain further credit towards an industry qualification.</p> <p><b>Work placement:</b> Students must complete a minimum of 70 hours work placement in a Primary Industries related industry workplace (35 hours in each of Years 11 and 12).</p> <p><b>Optional HSC examination:</b> Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.</p> <p><b>N Determinations:</b> Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p><b>Appeals:</b> Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.</p> <p><b>Recognition of Prior Learning:</b> Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p>		



## RETAIL SERVICES

240 indicative hours – 2018

QUALIFICATION: Certificate III in Retail Services (SIR30216)		
<ul style="list-style-type: none"> <li>Board Developed Course – <b>NESA Course No: 26911</b></li> <li>Minimum mandatory work placement – 70 hours</li> <li>Exclusions with other Board Developed Courses- nil</li> </ul>	<ul style="list-style-type: none"> <li>A total of 4 units of credit – 2 units x 2 years (Year 11 and HSC)</li> <li>Category B status for the Australian Tertiary Admission Rank (ATAR)</li> <li>Consumables - \$ Nil</li> </ul>	
<p><b>Course Description:</b> This course provides students with the opportunity to obtain national vocational qualifications for employment in the retail services industry. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control and routine work activities within the retail, wholesale or community pharmacy sectors. Occupations in the retail services industry include sales clerk/assistant, customer service representative, checkout operator, wholesale clerk, pharmacy assistant and retail executive.</p> <p><b>HSC Course Structure:</b> This course consists of eight core units of competency, including two General Selling Stream units and four elective units.</p>		
UNITS OF COMPETENCY		
Core - Attempt ALL units		
Unit code	Unit title	HSC indicative hours of credit
SIRXCEG001	Engage the customer (Mandatory)	20
SIRXCOM002	Work effectively in a team (Mandatory)	15
SIRXWHS002	Contribute to workplace health and safety (Mandatory)	15
SIRXRSK001	Identify and respond to security risks (Mandatory)	15
SIRXSLS001	Sell to the retail customer (Mandatory)	15
SIRXIND001	Work effectively in a service environment (Mandatory)	20
SIRXCEG002	Assist with customer difficulties (Elective)	20
SIRXCEG003	Build customer relationships and loyalty (Elective)	20
Electives		
SIRXPDK001	Advise on products and services (Mandatory- general selling stream)	20
SIRRMER001	Produce visual merchandise displays (Mandatory- general selling stream)	20
SIRXSLS002	Follow point-of-sale procedures (Mandatory)	20
SIRRINV001	Receive and handle retail stock (Elective)	15
SIRRINV002	Control stock (Elective)	20
SIRXIND002	Organise and maintain the store environment (Elective)	10
ASSESSMENT AND COURSE COMPLETION		
<p><b>Competency-based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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.</p> <p><b>Work placement:</b> Students must complete a minimum of 70 hours work placement in a Retail related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in other retail environments intended for public performance, including school productions.</p> <p><b>Optional HSC examination:</b> Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.</p> <p><b>N Determinations:</b> Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p><b>Appeals:</b> Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.</p> <p><b>Recognition of Prior Learning:</b> Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p>		

# NON ATAR CATEGORY “C”

## BOARD ENDORSED COURSES

### PLEASE NOTE:

1. Students can choose a maximum of **TWO** courses from these pages.
2. These courses **DO NOT** have an HSC Examination at the end of Year 12.
3. These courses **DO NOT** count towards an ATAR.
4. Courses will be subject to availability – depending on numbers of students choosing each course.
5. Some courses may be changed to suit Campus requirements.

## COMPUTING APPLICATIONS

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** TAS

### **Description:**

Computing Application is a Board Endorsed Course designed as a subject for students who wish to improve their skills and knowledge in computing. The course is described as a tool with the potential to enhance learning and engagement of students with a range of contexts. The choice of modules provided in this syllabus will allow students to explore their own areas of interest and develop specific skills, knowledge and understanding of the uses of computer based technologies in those areas. The variety of software applications available to students enhances their capacities in both information handling and creative processes. Project work is integrated into the course modules and will serve as a major area of assessment for the course.

### **Assessment:**

Task 1: Hardware & Software Research Task 30%

Task 2: Folio of Work 30%

Task 3: Exit Examination 40%.

More information on assessment tasks and other requirements will be in the Course Handbook.

### **Additional Information:**

This course will suit students who do not need a subject that counts towards an ATAR and students seeking hands-on activities related to computing applications.

Successful students complete all set classwork and develop skills through theory work and practical activities.

**Course Fees:**     **\$20.00 per year** to cover office consumables. Other costs may include extra resources and excursions.

## EXPLORING EARLY CHILDHOOD

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** TAS

### **Description:**

This course is for students interested in learning about young children. Students will develop an understanding of growth, development and learning in young children. Students also look at how all children are unique, including information on children with special needs. Students will also become aware of learning through play and safe environments, and identify the range of services provided for young children and their families. The course may include practical applications and visits to preschools, the special education unit and community centres. Course topics include pregnancy and birth, child growth and development, play, positive interaction with young children, along with options such as children's literature, or food and nutrition. The "Parenting Simulation" is a feature of the course and allows students to become familiar with looking after a "baby".

### **Assessment:**

This course does not have a HSC examination. All school-based assessments accumulate to award the final HSC mark. Results in the course are not eligible for inclusion in the calculation of an ATAR. Assessment includes research tasks, designing and constructing a children's book, in addition to in-school examinations.

### **Additional Information:**

This course is suited for students interested in a career in childcare and primary school teaching.

**Course Fee:**        **\$12.00 per year**

## INDUSTRY-BASED LEARNING

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** Careers

### Description:

Industry-Based Learning is only available for students:

- With an approved school-based apprenticeship or traineeship training contract, and
- Who are also entered for the appropriate HSC VET course for the formal off-the-job training component of the school-based apprenticeship or traineeship.

The purpose of this course is to enable students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of a school-based apprenticeship or traineeship.

The evidence of Industry-Based Learning will consist of two parts:

- A log of those tasks and activities which have been undertaken in the workplace which are related to the course outcomes, and
- A reflective and self-descriptive **journal** of learning related to the course outcomes which have developed from the on-the-job training component of the school-based apprenticeship or traineeship.

Please note: **This is not a course students can freely select – this course can only be undertaken after being interviewed by the The Entrance Campus Careers Adviser and a Deputy Principal.**

## MARINE STUDIES

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** Science

### Description:

Marine Studies involves the study of marine ecosystems, how we interact with the marine environment and opportunities for employment in the marine industry. Students will study a range of options which may include; Commercial and Recreational Fishing, the Marine Aquarium, Seafood Cookery and Skin Diving and Diving Science.

### Assessment:

Students will demonstrate their learning through a range of assessment tasks which include research and presentation tasks, practical investigation and written examinations.

### Additional Information:

Students may have the opportunity to construct an aquarium, go fishing, go snorkelling, visit the Sydney Boat Show, visit the Sydney Aquarium and prepare and cook seafood.

## PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** CAPA

### Description:

This course in Photography will allow students to:

- Increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings.
- Develop an understanding of the methods photographers use to build meanings.
- Develop skills through the acquisition of the techniques of Photography.
- Use Photography as a means of visual communication and a process to aid observation and analysis.
- Gain an understanding of careers involving Photography.

### Assessment:

This course is weighted 70% Practical and 30% Critical and Historical Studies. All assessment tasks have a practical review of a student's 'Body of Work' in addition to a theory component. This includes Work Health and Safety assessments.

**Course Fees:** Course fees of **\$120.00 per year** are applicable to cover the costs of materials. Excursion costs are in addition to these annual fees.

## SPORT, LIFESTYLE AND RECREATION STUDIES

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** PDHPE

### Description:

Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision-makers. This course encourages students to continue to develop their knowledge, skills, understanding and practical participation in sport, a healthy lifestyle and recreation in everyday life.

Students may study from a range of modules including First Aid and Sports Injuries, Sports Coaching and Training, Sports Administration, Outdoor Recreation, Fitness, Aquatics, Dance and a wide range of individual and team sports.

### Assessment:

A variety of assessment types are included in this course. These include practical and theory based assessment. Students will be required to present warm-up activities, skill drills and coaching sessions. **In addition, there will be events throughout the course which students will be required to organise and administer.**

### Additional Information:

This course is for students who enjoy active participation in all forms of physical activity. The course requires students to be prepared for practical participation three times per week. One lesson per week is devoted to the theory aspects of the course.

**Course Fees:** Compulsory SLR Uniform cost is **\$70** (available at Lowes, Bay Village). Green top / black shorts.

## WORK STUDIES

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** TAS

### **Description:**

This course covers a wide range of knowledge and skills that are needed to be successful in employment and the workplace. Students learn about work, work organisation, job seeking and interviews, legal issues, budgeting, renting, wages, trade unions and so on, along with the opportunity to do work experience.

Work Studies is very suitable for students who want to get a job as soon as possible as it will assist them in this process and increase their understanding of the workplace.

### **Assessment:**

A variety of strategies will be used, including tests, resume development, projects, research tasks, team work and communication activities.

### **Additional Information:**

This course is only available to students who are genuinely interested in developing work related skills. This course will only run in Year 11.

## FURNITURE MAKING

120 indicative hours – 2018

QUALIFICATION: Statement of Attainment towards Certificate II in Furniture Making Pathways(MSF20516)		
<ul style="list-style-type: none"> <li>Board Developed Course – <b>NESA Course No: 65635</b></li> <li>There is no HSC Examination for this course.</li> <li>This is a 1 Year course</li> </ul>	<ul style="list-style-type: none"> <li>A total of 2 units of credit – Year 11 or HSC</li> <li>Does not contribute towards an Australian Tertiary Admission Rank (ATAR).</li> <li>Consumables \$40.00</li> </ul>	
<p><b>Course Description:</b> This course is based on units of competency, which have been developed by the furnishing industry to describe the competencies, skills and knowledge required by workers in the industry. Students concentrate on developing a range of fundamental skills required to prepare them to work effectively in an environment where timber and timber technologies are used. This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the furnishings and light manufacturing industry</p> <p><b>Course HSC Structure:</b> This course consists of three core units of competency and four elective units.</p>		
UNITS OF COMPETENCY – Compulsory – Attempt ALL units		
Core - Attempt ALL units		
Unit code	Unit title	HSC indicative hours of credit
MSMPCI103	Demonstrate care and apply safe work practices at work	15
MSFGN2001	Make measurements and calculations	15
MSFFP2001	Undertake a basic furniture making project	30
Electives - Attempt ALL units		
MSFFP2004	Apply domestic surface coatings	15
MSFFP2005	Join materials used in furnishing	15
MSFFP2006	Make simple timber joints	15
MSFFP2003	Prepare surfaces	15
ASSESSMENT AND COURSE COMPLETION		
<p><b>Competency-based Assessment:</b> Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in units of competency through holistic assessment.</p> <p><b>Work placement:</b> Students have the option to complete work placement in a Furniture Making related industry workplace. It is not mandatory but will enhance student learning and understanding of the furniture making industry</p> <p><b>N Determinations:</b> Where a student has not met NESA course completion criteria they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p><b>Appeals:</b> Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.</p> <p><b>Recognition of Prior Learning:</b> Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p>		



QUALIFICATION: : Certificate II in Music Industry(CUA20615)		
<ul style="list-style-type: none"> <li>• Board Endorsed Course- <b>NESA No: 65175</b></li> <li>• There is no HSC Examination for this course.</li> <li>• This is a 1 Year course</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A total of 2 units of credit</b> – in <u>either</u> Year 11 or HSC</li> <li>• Does not contribute towards an Australian Tertiary Admission Rank (ATAR).</li> <li>• Consumables \$30.00</li> </ul>	
<p><b>Course Description:</b> This course is based on units of competency, which have been developed by the music industry to describe the competencies, skills and knowledge required by workers in the industry. Skills gained in this industry transfer to other occupations. Working in the music industry involves: music performance, staging and recording identifying and selecting appropriate instruments and equipment and communicating with clients and performers. This course is for students who wish to develop knowledge and skills to commence a career and be an effective employee in the music industry</p> <p><b>HSC Course Structure:</b> This course consists of three core units of competency and five elective units.</p>		
UNITS OF COMPETENCY		
Core – attempt all units		
Unit code	Unit title	HSC indicative hours of credit
BSBWHS201	Contribute to health and safety of self and others	15
BSBWOR203	Work effectively with others	15
CUAIND201	Develop and apply creative arts industry knowledge	20
Electives - Attempt ALL units		
CUASOU201	Develop basic audio skills and knowledge	10
CUAMPF202	Incorporate music technology into performance	20
CUAMLT201	Develop and apply musical ideas and listening skills	20
CUAMPF203	Develop ensemble skills for playing or singing music	20
CUASOU203	Assist with sound recordings	20
ASSESSMENT AND COURSE COMPLETION		
<p><b>Competency-based assessment:</b> Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in units of competency through holistic assessment.</p> <p><b>Work placement:</b> Students have the <b>option</b> to complete work placement in a Music Industry related industry workplace. It is not mandatory but will enhance student learning and understanding of the Music industry</p> <p><b>N Determinations:</b> Where a student has not met NESA course completion criteria they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p><b>Appeals:</b> Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.</p> <p><b>Recognition of Prior Learning:</b> Students may apply for Recognition of Prior Learning (RPL) by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p>		

<b>QUALIFICATION: : Certificate III in Music Industry (CUA30915)</b>		
<ul style="list-style-type: none"> <li>• Board Endorsed Course- NESA No: 65169</li> <li>• There is no HSC Examination for this course.</li> </ul>	<ul style="list-style-type: none"> <li>• A total of 4 units of credit – Year 11 and/or HSC</li> <li>• Does not contribute towards an Australian Tertiary Admission Rank (ATAR).</li> <li>• Consumables \$60.00</li> </ul>	
<p><b>Course Description:</b> This course is based on units of competency, which have been developed by the music industry to describe the competencies, skills and knowledge required by workers in the industry. Skills gained in this industry transfer to other occupations. Working in the music industry involves: music performance, staging and recording identifying and selecting appropriate instruments and equipment and communicating with clients and performers. This course is for students who wish to develop knowledge and skills to commence a career and be an effective employee in the music industry HSC Course Structure: This course consists of three core units of competency and five elective units.</p>		
<b>UNITS OF COMPETENCY</b>		
Core – attempt all units		
Unit code	Unit title	HSC indicative hours of credit
BSBWHS201	Contribute to health and safety of self and others	15
CUACMP301	Implement copyright arrangements	10
CUAIND303	Work effectively in the music industry	20
CUAMLT302	Apply knowledge of style and genre to music industry practices	20
Electives - Attempt ALL units		
CUAMCP301	Compose simple songs or musical pieces	30
CUAMCP303	Develop simple musical pieces using electronic media	25
CUAMPF302	Prepare for performances	25
CUAMPF303	Contribute to backup accompaniment	25
CUAMPF304	Make a music demo	25
CUAMPF305	Develop improvisation skills	20
CUASOU301	Undertake live audio operations	25
<b>ASSESSMENT AND COURSE COMPLETION</b>		
<p>Competency-based assessment: Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in units of competency through holistic assessment. Work placement: Students have the option to complete work placement in a Music Industry related industry workplace. It is not mandatory but will enhance student learning and understanding of the Music industry N Determinations: Where a student has not met NESA course completion criteria they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification. Appeals: Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college. Recognition of Prior Learning: Students may apply for Recognition of Prior Learning (RPL) by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p>		

**QUALIFICATION: : Certificate III in Visual Arts (CUA31115)**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Board Endorsed Course- <b>NESA Course No: 43763</b></li> <li>There is no HSC Examination for this course.</li> </ul> | <ul style="list-style-type: none"> <li>A total of 4 units of credit – Year 11 and/or HSC</li> <li>Does <b>not</b> contribute towards an Australian Tertiary Admission Rank (ATAR).</li> <li>Consumables: \$80.00</li> </ul> |
|---|---|

**Course Description:**  
This course is based on units of competency, which have been developed by the creative arts industry to describe the competencies, skills and knowledge required by workers in the industry. Working in the art and craft industry involves applying techniques to produce various arts and crafts, identifying and selecting appropriate art and craft materials communicating with clients and suppliers, occupational health and safety.  
This course is for students who wish to develop knowledge and skills to commence a career and be an effective employee in the creative arts and design industry

**HSC Course Structure:**  
This course consists of four core units of competency and eight elective units.

**UNITS OF COMPETENCY**

**Core – attempt all units**

Unit code	Unit title	HSC indicative hours of credit
BSBWHS201	Contribute to the health and safety of self and others	15
CUAACD201	Develop drawing skills to communicate ideas	20
CUAPPR301	Produce creative work	25
CUARES301	Apply knowledge of history and theory to own arts practice	20

**Electives**

CUAPAI301	Produce Paintings		25
CUADRA301	Produce Drawings		25
CUASCU301	Produce Sculpture		25
CUAPHI305	Use wet darkroom techniques to produce monochrome photographs		25
CUADIG303	Produce and prepare photo images		15
CUAPHI302	Capture photographic images		20
CUAPPR302	Document the creative work progress		10
CUAPRI301	Produce prints	Only one of these units will be chosen	25
<b>OR</b>			
CUADIG305	Produce digital images	Only one of these units will be chosen	25

**ASSESSMENT AND COURSE COMPLETION**

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

**Work placement:**  
Students have the option to complete work placement in a Visual Arts related industry workplace. It is not mandatory but will enhance student learning and understanding of the visual arts industry

**N Determinations:**  
Where a student has not met NESA course completion criteria they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

**Appeals:**  
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.

**Recognition of Prior Learning:**  
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

# Link to course syllabuses on the NESA website

[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## 1. YEAR 11 - YEAR 12

The screenshot shows the NESA website home page. At the top left is the NESA logo. To the right is a search bar. Below the logo is a navigation menu with tabs for 'KINDERGARTEN - YEAR 10', 'YEAR 11 - YEAR 12' (which is highlighted), 'TEACHER ACCREDITATION', 'REGULATION', and 'ABOUT'. A 'LOG IN' link is also present. The main content area is a grid of links. Under 'Learning areas', there is a list of subjects: English, Mathematics, Science, Technology, HSIE, Creative Arts, PDHPE, Languages, and VET. Under 'HSC', there are links for 'About', 'Subject selection', 'Key dates and exam timetables', 'Exam advice and resources', 'Rules and processes', 'HSC: All My Own Work', 'Disability provisions', and 'Results and certificates'. Under 'Leaving school', there are links for 'Literacy and numeracy tests', 'Record of School Achievement', and 'Extra-curricular activities'. Under 'Understanding the curriculum', there are links for 'NSW curriculum and syllabuses', 'Syllabuses A-Z', 'Curriculum development', 'Awarding Grades', and 'Resources'. Under 'Diversity in learning', there are links for 'Special education', 'Gifted and talented', and 'English as an additional language or dialect'. At the bottom left of the grid is a 'Find out more' link. At the bottom right is a small image of students in a classroom.

## 2. Click on “Learning Areas” – to get more information about any course

The screenshot shows the 'Learning Areas' page for English. At the top is a navigation menu with tabs for 'KINDERGARTEN - YEAR 10', 'YEAR 11 - YEAR 12' (highlighted), 'TEACHER ACCREDITATION', 'REGULATION', and 'ABOUT'. Below the menu is a breadcrumb trail: 'NESA home > Year 11 - Year 12 > Learning areas > English'. On the left is a 'Learning areas' sidebar with a list of subjects: English (highlighted), Mathematics, Science, Technology, HSIE, Creative Arts, PDHPE, Languages, and VET. The main content area has the heading 'ENGLISH STAGE 6' and the text: 'View the syllabus, examination and assessment materials, and other support materials for the following courses (on the BOSTES website)'. Below this is the heading 'Board Developed Courses' followed by a list of courses: English, HSC English Extension 1, HSC English Extension 2, English as a Second Language, and Fundamentals of English.

### 3. Click on a learning area (eg Creative Arts)

The screenshot shows the NESA website navigation bar with 'YEAR 11 - YEAR 12' selected. The breadcrumb trail is 'NESA home > Year 11 - Year 12 > Learning areas > Creative Arts'. On the left, a 'Learning areas' sidebar lists English, Mathematics, Science, Technology, HSIE, Creative Arts (highlighted), PDHPE, Languages, and VET. The main content area is titled 'CREATIVE ARTS STAGE 6' and includes the text: 'View the syllabus, examination and assessment materials, and other support materials for the following courses (on the BOSTES website)'. Below this is a section for 'Board Developed Courses' with a list: Dance, Drama, Music 1, Music 2 and Music Extension, and Visual Arts. A link to 'See course descriptions.' is provided at the bottom.

### 4. Click on a course (eg Visual Arts)

The screenshot shows the NSW Government BOSTES website. The navigation bar includes 'NSW GOVERNMENT | ABOUT BOSTES | SHOP | NEWS' and a 'CONTACT' button. The breadcrumb trail is 'Home > Syllabuses > Senior Years (11-12) Syllabuses > Visual Arts'. The page title is 'Visual Arts'. A sidebar on the left lists various categories like 'Home', 'Policy and research', 'Syllabuses', 'K-6 Syllabuses', 'New NSW Syllabuses', '7-10 Syllabuses', 'Senior Years (11-12) Syllabuses', 'HSC course descriptions', 'Performances and Submitted Works', 'HSC-University Pathways for Talented Students', 'NSW curriculum development', 'HSC', 'Record of School Achievement (RoSA)', 'NAPLAN', 'Registration of schools and approval of school providers', 'Registration process for the government schooling system', and 'Regulation of Teacher Accreditation Authorities'. The main content area is titled 'Visual Arts' and includes a sub-section 'Syllabus' with three options: '2017 HSC examination' (Visual Arts Syllabus (content unchanged), updated August 2013, available in Word format), '2018 HSC examination and beyond' (amended Visual Arts Syllabus, published October 2016, available in Word format), and 'Summary of Amendments to the Visual Arts Stage 6 Syllabus' (published October 2016). A link to 'Visual Arts Stage 6 Syllabus Draft Amendments Consultation Report' (published October 2016) is also present.

5. Click on Syllabus (eg Visual Arts syllabus)



## Visual Arts

### Stage 6 Syllabus

6. Look at the “Course Structure” (eg Visual Arts)

#### 6 Course Structure

Rationale, Aim, Objectives	
<b>PRELIMINARY COURSE</b> 120 hours (indicative)	<b>HSC COURSE</b> 120 hours (indicative)
Outcomes	Outcomes
<b>Content</b> 	<b>Content</b> 
<b>Course Requirements</b> A focus on the key components and concepts that need to be known in the visual arts through: <ul style="list-style-type: none"> <li>the content of practice, conceptual framework, frames</li> <li>making artworks in at least 2 forms</li> <li>use of a process diary</li> <li>broad investigation of ideas in art criticism and art history</li> </ul>	<b>Course Requirements</b> A focus on more interpretive investigations and relationships through: <ul style="list-style-type: none"> <li>the content of practice, conceptual framework, frames</li> <li>the development of a body of work</li> <li>use of a process diary</li> <li>investigation of content through at least 5 case studies in art criticism and art history</li> </ul>
<b>Assessment</b> <b>School-based assessment:</b> artmaking (50%) art criticism and art history (50%)	<b>Assessment</b> <b>School-based assessment:</b> development of the body of work (50%) art criticism and art history (50%)  <b>External examination:</b> submission of a body of work (50%) and written paper (50%)

# YEAR 11 2018 COURSE SELECTIONS

This selection indicates the range of courses that you would like to study. Your final pattern of study will be determined from the course choice of ALL students attending Year 11 at The Entrance Campus.

**Student Name:** \_\_\_\_\_ **Gender:**  M  F

**Parent Email Address:** \_\_\_\_\_ **First in family to complete HSC?**  Y  N

**Parent Mobile Phone:** \_\_\_\_\_ **Home Phone:** \_\_\_\_\_

**Current School:**      BVC      TUC      Other: \_\_\_\_\_

**Enrolling in Year 11 at The Entrance Campus:**       YES       NO       NOT SURE

**Please circle your intended PATHWAY at The Entrance Campus – This will help with choosing appropriate courses–PATHWAY descriptions can be found on page 2 of the Course Selection booklet.**

PLATINUM	MY HSC	TRADE TRAINING	TAILORED
UNIVERSITY	VOCATIONAL	F2E	UNSURE

**Future career path:** \_\_\_\_\_

**IMPORTANT – Circle your preference for English and choose at least 6 more courses listed in the table. (Note: preferences 7 and 8 are reserves so put your courses in your order of preference).**

Pref	Course	BDC Board Developed Course	BEC Board Endorsed Course	Category A or B	Units	Further Discussion Needed
1	<b>ENGLISH</b> Standard / Advanced / Studies	✓		A	2	
2						
3						
4						
5						
6						
7						
8						

**BVC/TUC Interview by:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**ATAR**  Y  N      **Applying for University at completion of HSC?**  Y  N

**Current part-time job?**  Y  N      **Employer:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_ **Parent Signature:** \_\_\_\_\_

**TEC Interview by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Notes:</b>		
<b>For Office Use:</b>	<b>Date received:</b>	<b>Date entered:</b>
		<b>Initials:</b>