

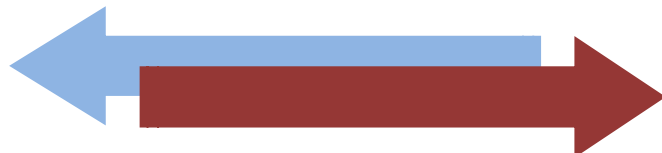


# **ST CLAIR HIGH SCHOOL**



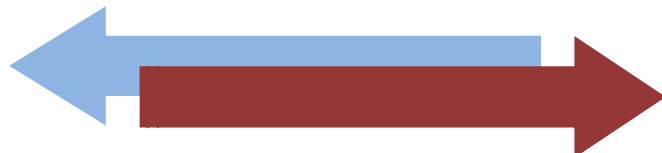
## **Senior Subject Information Book**

**Years 11-12  
2021 – 2022**



## CONTENTS

Principal's Message	2
Contact List	3
<b>Section 1 Introduction</b>	<b>4</b>
The Higher School Certificate	5
What type of courses can I select?	5
Board Developed Courses	5
Vocational Education and Training (VET) Framework Courses	6
Board Endorsed Courses	7
Life Skills Courses as part of a Special Program of Study	7
What are Units of Study?	8
Requirements for the Award of the HSC	9
HSC Minimum Standards	10
ATAR Requirements	11
Assessment and Reporting	12
VET Assessment Guidelines	13
Exclusions and Course Completion	14
2021 Projected Senior Course Costs	15
<b>Section 2 Courses</b>	<b>16</b>
Board Developed Courses <b>Category A</b> course list	17
Board Developed Courses <b>Category A</b> descriptions	18
Board Developed Courses <b>Category B</b> course list	46
Board Developed Courses <b>Category B</b> descriptions	47
<b>Board Endorsed Course</b> List	49
<b>Board Endorsed Course</b> descriptions	50
Vocational Education and Training (VET) Course List	56
VET Course Descriptions for courses offered at St Clair High School	67
<b>Section 3 TAFE Delivered VET Courses 2021</b>	<b>68</b>
What are TVET Courses?	69
TAFE Delivered VET Courses 2021 Board Developed Courses <b>Category B</b>	70
TAFE Delivered VET Courses 2021 <b>Board Endorsed Courses</b>	74
<b>Section 4 Saturday School of Community Languages</b>	<b>81</b>
<b>Section 5 HSC Extension Courses</b>	<b>83</b>
<b>Appendix</b>	<b>87</b>
HSC: All My Own Work	88
Subject selection for Senior High School summary sheet	89



## Principal's Message

St Clair High School promotes a learning community for you as a student that offers a broad range of subjects allowing you to study and work towards achieving the Higher School Certificate credential.

This booklet has been prepared to help you and your parents/carers navigate your way through the Higher School Certificate 'maze'. It is important that you aim to attain the best possible HSC results you can. It is important that you choose courses you are good at, interested in and may use in the future.

When considering which courses to study you need explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Choosing what to study can be challenging. You are encouraged to talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

In this book, you will find information on:

- terminology associated with the HSC;
- the rules governing the awarding of the HSC in NSW;
- study requirements and assessment;
- the ATAR (Australian Tertiary Admission Rank); and
- all courses that may be offered.

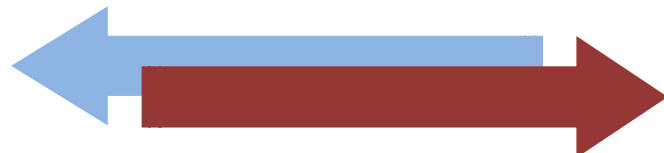
St Clair HS offers a broad range of subjects and courses to meet students' needs, interests and abilities. While the majority of these are offered at school, options exist for you to study at TAFE, Open High School and the possibility of other High Schools where we are also exploring the option of offering subjects within the St Clair/Erskine Park/Colyton High School (SEC) Network.

It is important to lay a strong foundation for your future plans by choosing the HSC subjects that are right for you. This booklet should be read closely and then used as a reference to keep you well informed about Preliminary and HSC rules.




St Clair High, with its strong learning and wellbeing focus, provides a secure environment for you to mature and develop your skills in Years 11 and 12. This is the most rewarding time of your school life, allowing you to develop emotionally and academically in a very supportive environment.

Mrs Julie Tegart

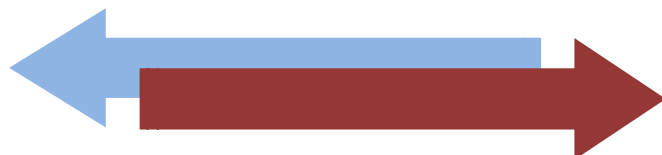
Principal



If you have any course-specific questions, please email the appropriate Head Teacher/Coordinator below.

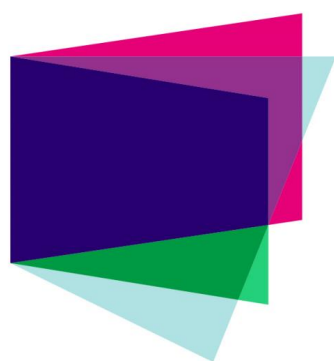
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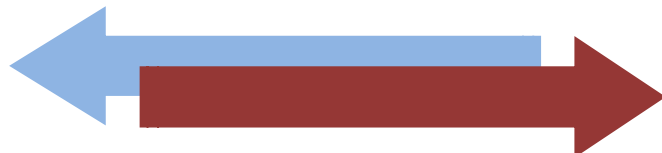


# ***Section 1***

## ***Introduction***



**NSW**  
**EDUCATION**  
**STANDARDS**  
**AUTHORITY**



## **The Higher School Certificate**

- The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is internationally recognised and provides greater career opportunities at university and TAFE, and in employment.
- A wide range of courses are available to study which enable students to match individual abilities, interests and goals. The HSC also includes life skills courses for students with special education needs.
- The standards based Higher School Certificate sets out clear expectations of what students must learn and measures performance against these set standards. Each student will receive a mark based on what they know, understand and can do.
- For each course students receive easy-to-understand reports that provide clear indications of knowledge and skills in each course.
- We are a very progressive school offering over 60 senior subjects. These will cater for specific career needs and interests within a broad educational framework. We have supportive, caring and flexible staff willing to assist students and parents with subject selections and studies.

## **What types of courses can I select?**

A subject is a general name given to an area of study, and a subject may offer more than one course. The NSW Education Standards Authority has developed or endorsed all courses available for study at this school in both the Preliminary Certificate (Year 11) and the Higher School Certificate (Year 12).

There are different types of courses offered in senior school.

- ▶ Board Developed Courses
- ▶ Vocational Education and Training Courses (VET)
- ▶ Board Endorsed Courses

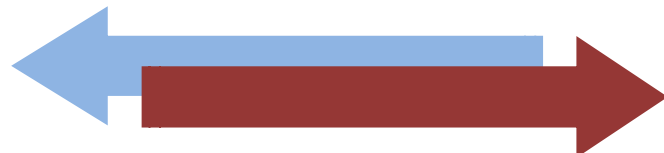
### **Board Developed Courses**

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR). Students studying these courses must sit the examination.

There is a syllabus for each course that contains:

- ▶ the course objectives, structure, content and outcomes
- ▶ specific course requirements
- ▶ assessment requirements
- ▶ sample examination papers and marking guidelines
- ▶ the performance scale (except for Vocational Education and Training Courses)

All students studying these courses follow the syllabus. These can be found on the NSW Education Standards Authority website: <http://educationstandards.nsw.edu.au>

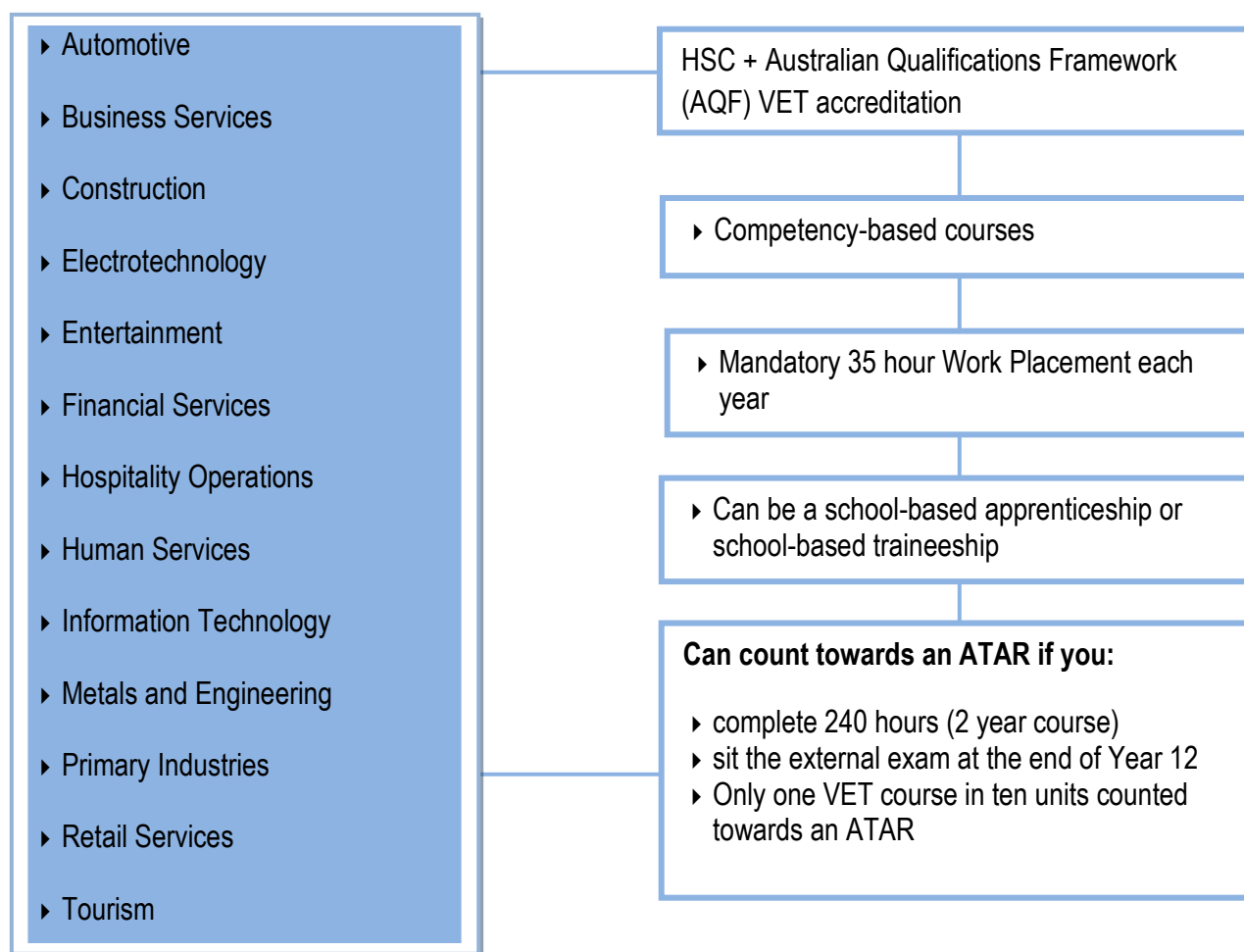


## Vocational Education and Training (VET) Framework Courses

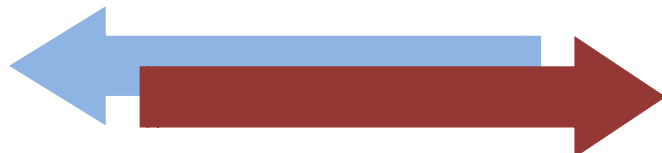
Vocational Education and Training (VET) Framework courses are Board Developed courses that allow students to gain both Higher School Certificate qualifications and Australian Qualifications Framework (AQF) VET accreditation. They enable students to study courses which:

- ▶ Students receive special documentation showing the competencies gained.
- ▶ Are relevant to industry needs and have clear links to post-school destinations.
- ▶ The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.
- ▶ These courses each have a mandatory workplace component with a minimum number of hours that students are required to spend in the workplace.
- ▶ Some of these courses will be delivered by schools, while all can be delivered by TAFE or other providers.

Board Developed VET courses are available in eleven industry curriculum frameworks.



These courses can be studied as a 120 hour course (one year) or as a 240 hour course (2 years). The 240 hour VET courses have an optional written HSC examination. Students who choose to sit the examination may have the result for that course included in the calculation of their ATAR.



## Board Endorsed Courses

There are two main types of NSW Education Standards Authority Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- ▶ Content Endorsed Courses (CECs) have syllabuses endorsed by the NSW Education Standards Authority to cater for areas of special interest not covered in the NSW Education Standards Authority Developed Courses.
- ▶ Schools may also design courses to meet student needs. These courses must be approved by the NSW Education Standards Authority. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

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

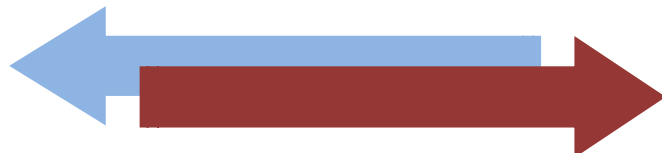
TAFE delivered Vocational Education and Training (TVET) courses are also Content Endorsed Courses, with the exception of VET Framework Courses, which are Board Developed Category B Courses

## Life Skills Courses as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses are available for students following a Special Program of Study.

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

Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course. **Life Skills courses do not contribute to an ATAR.**

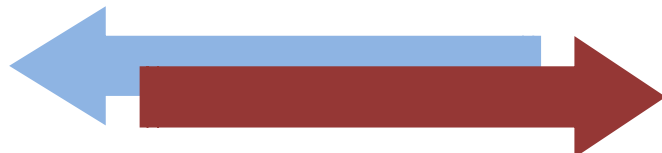


## **What are units of study?**

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of **1 unit or 2 units**.

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Therefore, a 2 unit course has a value of 100 marks.

<b>Preliminary component</b>	Studied in Term 1, 2 and 3 of Year 11.
<b>HSC component</b>	Studied in Term 4, Year 11, and Term 1, 2 and 3 of Year 12.
<b>2 unit courses</b>	The basic structure for most courses. Board Developed Courses have a 2 unit Preliminary and a 2 unit HSC component. VET Framework courses are divided into 120 hours and 240 hours, not units.
<b>1 unit courses</b>	1 unit equals approximately 2 hours of class time each week or 60 hours per year. These are either extension courses or Content Endorsed Courses. For example: Studies of Religion is a Board Developed Course and can be undertaken as either a 1 Unit or a 2 unit course.
<b>Extension courses</b>	<p>Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course.</p> <p>At St Clair High School Extension study is available in English, Mathematics, History and Science. Students must study Advanced English, Mathematics to be eligible to take the Extension course of study in these courses.</p> <p>English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.</p>



## **Requirements for the Award of the Higher School Certificate**

Certain patterns of study and course requirements apply.

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least **12 units**
- a HSC pattern of study that includes at least **10 units**.

Both patterns of study must include at least:

- 6 units of **Board Developed Courses**
- 2 units of a Board Developed Course in English, or English Studies
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

Some courses have certain rules and prerequisites. For example, you can **include English Studies** in your 6 units of Board Developed Courses, but **this will be the 1 Board Developed Category B subject that UAC will count in the calculation of your ATAR. UAC only count ONE category B subject in the ATAR.**

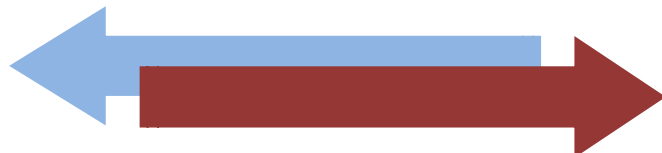
There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about eligibility, rules and prerequisites on the NESA website <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>.

### **Additional information**

The NSW Education Standards Authority publication, *Studying for the New South Wales Higher School Certificate, an Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

Students wishing to attend university when they finish Year 12 must have an Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview, portfolio of work, or performance audition. The Universities Board select students for courses by ranking them with a score between 0.00 -99.95. This rank is the ATAR which is calculated by using the marks achieved in a student's best 10 units of Board Developed Courses. Details of ATAR requirements can be found in the *Universities Admissions Centre (UAC) Handbook*, the UAC website, [www.uac.edu.au](http://www.uac.edu.au), or from the Careers Adviser.



## HSC Minimum Standard

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy.

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

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

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

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

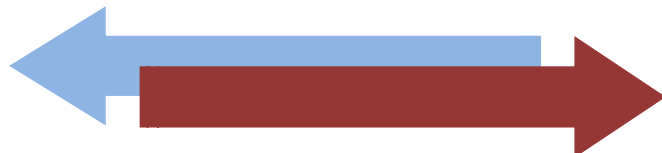
Students will have four opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered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

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

Further Information NSW Education Standards Authority (NESA)

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





## ATAR Requirements

To be eligible for an ATAR (as a school leaver) you must:

- ▶ Qualify for the award of a Higher School Certificate.
- ▶ Study a **minimum of 10 Board Developed units**. Vocational Education Curriculum Framework (240 hours) units are classified as Board Developed Courses (Category B).
- ▶ **2 units of English must be included.**
- ▶ The Universities Board divides HSC courses into Category A and Category B. **Only 2 units of Category B Courses will be counted in your 10 best units.**

## HSC Pathways

Most students study a two-year HSC program in Years 11 and 12. The Pathways provisions allow flexibility in obtaining the HSC and enable equitable access to the HSC for all.

**Accumulation** ~ students may accumulate the HSC over a period of time, up to five years.

**Repeating courses** ~ students may repeat one or more HSC courses within a five year period.

**Recognition for Prior Learning** ~ students may be granted credit transfer from courses studied at other educational institutions.

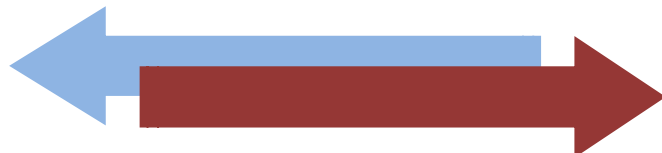
**Acceleration** ~ acceleration gives more able students the opportunity to progress through study requirements at a faster rate by successfully completing the course content in a shorter time and accumulating results.

**Part time Traineeships and Apprenticeships** ~ a School-based Part-time Traineeship or Apprenticeship can be undertaken at the same time as HSC studies. A Traineeship or Apprenticeship is a paid job that combines work and training that leads to an AQF VET qualification.

**Sydney Distance Education High School and OTEN** ~ students who have a particular need or wish to study a course not offered at school may apply to study the course by correspondence. The Sydney Distance Education High School and OTEN will send students written or taped lessons that they must complete independently and on time.

**Saturday School of Community Languages** ~ classes are held on Saturday morning at local high schools. These courses are in addition to those studied at school and they do count in your pattern of study.

Students wishing to undertake a Pathways program must discuss this with the Deputy Principal and Careers Adviser.



## **Assessment and Reporting**

For the award of the Higher School Certificate students must have satisfactorily completed all courses studied. This includes the completion of practical, oral and project works required for specific courses and the assessment requirements for each course. Students will receive a separate Assessment Booklet for the Preliminary and HSC. Students **must also sit for, and make a serious attempt at the Higher School Certificate examinations**. Students studying a VET Curriculum Framework Course must also complete a mandatory 35 hour Work Placement each year.

On satisfactory completion of your HSC you will receive a portfolio containing:

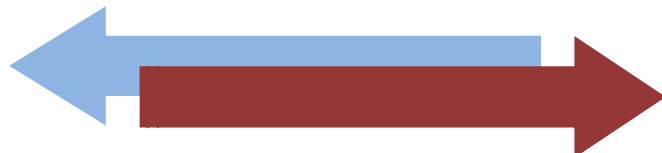
- The Record of Achievement - This document lists the courses you have studied and reports the marks and bands you have achieved.
- Course Reports - For every HSC Board Developed Course (except for VET Curriculum Framework Courses) that you sit in the external HSC Exam you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course indicating the knowledge, skills and understanding attained in that subject. A graph showing the state-wide distribution of marks in the course is also shown.
- The HSC Testamur - This is the official certificate confirming achievement of all requirements for the award.

### **Board Developed Courses**

- School-based assessment tasks contribute to 50% of your HSC mark. Your school assessment mark is based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

### **Vocational Education and Training Curriculum Frameworks (240 hours)**

- The total 100% of marks will come from the HSC external examination.
- The HSC mark will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. For example, Band 6 (from 90 – 100) will correspond to the highest level of achievement.
- Throughout the course you are deemed to have achieved competencies or not yet achieved competencies.
- Achievement of competencies can lead to a nationally recognised AQF Certificate I, Certificate II, or a Statement of Attainment; depending on the course studied and competencies achieved.
- Students will also receive an AQF Record of Achievement that lists competencies that have been achieved.



## VET Assessment Guidelines

### Competency Assessment

- VET Framework courses are **competency based courses**. This means that students work to develop the competencies and skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the relevant industry situation. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'.
- Students will be progressively assessed as 'competent' or 'not yet competent' in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor.
- Competency based assessment determines the vocational qualification that a student will receive.

### External Assessment – HSC Examination

The Higher School Certificate examination for VET Framework courses will involve a written examination.

The questions will be drawn from units of competency and HSC requirements and advice shown in the relevant syllabus. Students sit this examination by choice. If a student chooses to sit the exam the result will count towards 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 AQF qualifications.

**Please note:** the VET Framework Course external examination is used for inclusion of the course in the calculation of the student's ATAR. If the student does not wish to be eligible for an ATAR he/she does not sit the external examination in that VET Framework Course.

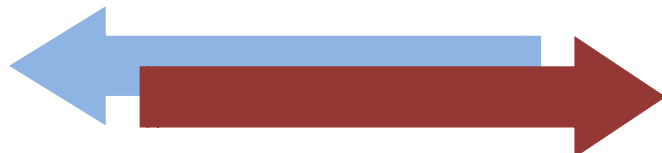
### Qualifications

Students who are assessed as competent in all of the Units of Competency in this course are eligible for an AQF Certificate.

- Students who are assessed as competent for some Units of Competency will be eligible for an AQF Statement of Attainment showing partial completion of a Certificate 1 or Certificate II.
- Some students who do not fully achieve Level II Units of Competency may be eligible for an AQF Certificate I in their course or a Statement of Attainment.

### Content Endorsed Courses

School-based assessment tasks contribute to 100% of the HSC mark. The school assessment mark will be based on the student's performance in assessment tasks undertaken during the course.



## **Exclusions and Course Completion**

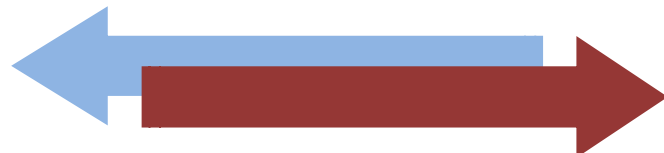
Where there is significant overlap between a VET course and other VET or general education courses, there is an exclusion between the courses. Exclusions are generally applied at a course level rather than at the unit of competency level.

Where there is an exclusion between two courses, a student cannot have an entry in both courses. (This applies to both concurrent and consecutive years in the 5-year period for the accumulation of the HSC).

Information about exclusions is provided in the syllabus for each industry curriculum framework and course description for all Stage 5 and Stage 6 VET Board Endorsed Courses.

Where a student has an entry in a framework course, and is also intending to have an entry in a VET Board Endorsed course, check the endorsed course description for possible exclusions.

Students are able to undertake courses from more than one framework (ie there are no exclusions across the frameworks).



## 2021 Projected Senior Course Costs

General School Contribution
Years 11 and 12
\$70.00

### Senior Years Subject Costs

**NOTE:** In some subjects additional costs will be involved, including cost of materials for Major Works, special uniform requirements, individual projects and assessment projects.

It is a requirement that students pay subject course costs in order to complete the course successfully.

Faculty	Subject	Year 11	Year 12
<b>Creative &amp; Performing Arts</b>	Drama	\$45.00	\$45.00
	Music 1	\$55.00	\$55.00
	Visual Arts	\$50.00	\$50.00
	Photography / Digital Imaging/Video	\$60.00	\$60.00
	Visual Design	\$50.00	\$50.00
<b>Technological &amp; Applied Studies – Home Economics</b>	Food Technology	\$80.00	\$80.00
	Textiles and Design	\$30.00	\$30.00
	Hospitality: Food & Beverage (VET)	\$100.00	\$100.00
	Exploring Early Childhood		\$15.00
	Design and Technology	\$30.00	\$30.00
<b>Technological &amp; Applied Studies – Industrial Arts</b>	Engineering Studies	\$20.00	\$10.00
	Industrial Technology: Timber	\$80.00	\$25.00
	Construction (VET)	\$40.00	\$20.00
<b>Science</b>	Biology	\$10.00	\$10.00
	Chemistry	\$10.00	\$10.00
	Physics	\$10.00	\$10.00
	Investigating Science	\$10.00	\$10.00
	Electronic Text Fee (This applies to all Science Courses)	\$20.00	\$20.00
<b>PDHPE</b>	Sports Coaching (VET)	50.00	

Please note that the fees outlined above are subject to change up to Enrolment Day.



## ***Section 2***

### ***Courses***

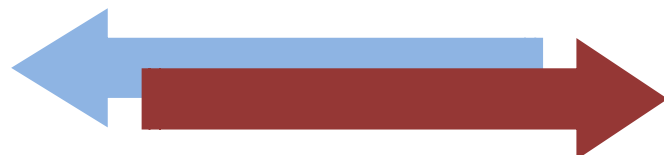
***Board Developed Courses*** **Category A**

***Board Developed Courses*** **Category B**

***Board Endorsed Courses***

***Board Developed VET Courses***



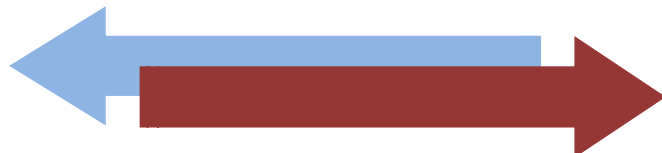


## Board Developed Courses **Category A**

### HSC Board Developed **Category A** Course Summary Offered at St Clair High School

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)	ATAR Category
Ancient History	Ancient History		HSC History Extension	<b>A</b>
Biology	Biology			<b>A</b>
Business Studies	Business Studies			<b>A</b>
Chemistry	Chemistry			<b>A</b>
Community and Family Studies	Community and Family Studies			<b>A</b>
Design and Technology	Design and Technology			<b>A</b>
Drama	Drama			<b>A</b>
Earth and Environmental Science	Earth and Environmental Science			<b>A</b>
Engineering Studies	Engineering Studies			<b>A</b>
English	English Advanced	English Extension I	English Extension I & II	<b>A</b>
	English Standard			<b>A</b>
Food Technology	Food Technology			<b>A</b>
Geography	Geography			<b>A</b>
Industrial Technology	Industrial Technology			<b>A</b>
Investigating Science	Investigating Science			<b>A</b>
Legal Studies	Legal Studies			<b>A</b>
Mathematics Advanced	Mathematics Advanced	Mathematics Extension I	Mathematics Extension I & II	<b>A</b>
Mathematics Standard 2	Mathematics Standard 2			<b>A</b>
Modern History	Modern History		History Extension	<b>A</b>
Music	Music 1			<b>A</b>
PD/H/PE	PD/H/PE			<b>A</b>
Physics	Physics			<b>A</b>
Science Extension 1			Science Extension I	<b>A</b>
Society and Culture	Society and Culture			<b>A</b>
Textiles and Design	Textiles and Design			<b>A</b>
Visual Arts	Visual Arts			<b>A</b>





## ANCIENT HISTORY

### HSIE FACULTY

ATAR	UNITS	COSTS
YES – A	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

#### Course Description

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world.

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies.

Course structure includes the investigation of:

- Archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.
- In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/historical periods.

#### Main Topics Covered

##### Year 11 (Preliminary) Course

**Part I** (a) The investigation of Ancient Sites and Sources

(b) Case Studies – *for example*, Troy; Colosseum; Tutankhamun's Tomb

**Part II** **Features of Ancient Societies** – at least two the following areas: Egypt, Near East, Greece and Rome

##### Year 12 (HSC) Course

**Part I** **Ancient Personality in the Context of Their Time**

**Part II** **Ancient Societies** – one Ancient Society to be studied from the Ancient Societies options offered

**Part III** **Historical Periods** – one Historical Period to be studied from the Historical Periods options offered

**Part IV** **Core:** Cities of Vesuvius, Pompeii and Herculaneum

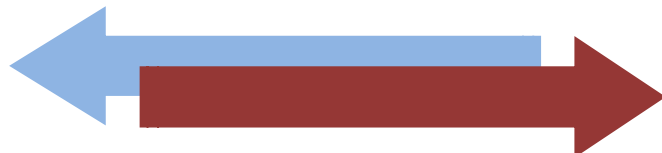
#### Particular Course Requirements

The course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome.

#### Personal Qualities

- Curiosity
- Persistence
- Investigative skills
- Willingness to learn



## BIOLOGY SCIENCE FACULTY

ATAR	UNITS	Prelim Cost	HSC Cost
YES – A	2	\$10	\$10
Electronic Text Book Fee		\$20	\$20

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:**

### Course 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.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively. Through the analysis of data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

### Main Topics Covered



### Particular Course Requirements

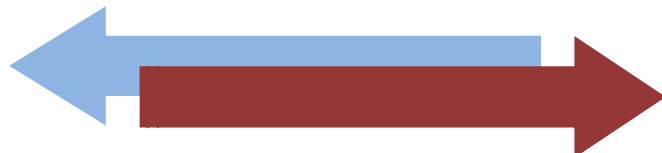
Practical experiences in the Preliminary Course and the HSC Course will occupy a minimum of 35 indicative hours per course, including 15 hours allocated to practical investigations in depth studies. Field studies are carried out in Preliminary and HSC courses.

**Pattern of Study:** Maximum of 6 units can be undertaken in Science in Year 11

### Personal Qualities:

The course requires the ability to:

- enjoy investigating and reporting on biological problems
- work safely
- persevere to solve complex problems



## **BUSINESS STUDIES**

### **HSIE FACULTY**

ATAR	UNITS	COSTS
YES – A	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

#### **Course Description**

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

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

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course.

Students investigate the role of global business and its impact on Australian business.

#### **Main Topics Covered**

##### **Year 11 (Preliminary) Course**

- Nature of Business
- Business Management
- Business Planning

##### **Year 12 (HSC) Course**

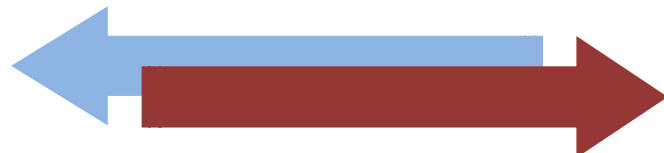
- Operations
- Marketing
- Finance
- Human Resources

#### **Particular Course Requirements**

In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

#### **Personal Qualities**

- Hardworking
- Independent worker
- Self-motivated
- Sound analytical skills



## CHEMISTRY SCIENCE FACULTY

ATAR	UNITS	Prelim Cost	HSC Cost
YES – A	2	\$10	\$10
Electronic Text Book Fee		\$20	\$20

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

### Course 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. The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact. The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields.

### Main Topics Covered



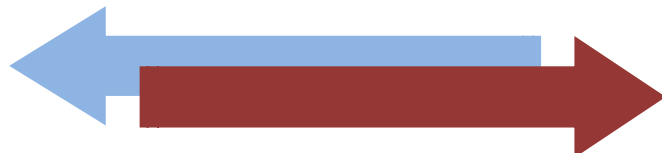
### Particular Course Requirements

Practical experiences in the Preliminary Course and the HSC Course will occupy a minimum of 35 indicative hours per course, including 15 hours allocated to practical investigations in depth studies.

**Pattern of Study:** Maximum of 6 units can be undertaken in Science in Year 11

### Personal Qualities

Enjoy investigating and reporting on chemistry problems, working safely, persevere to solve complex problems



## COMMUNITY & FAMILY STUDIES TAS – HOME ECONOMICS FACULTY

ATAR	UNITS	COSTS
YES – A	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

### Course Description

Community and Family Studies (CAFS) is the study of life issues as they relate to family, friendships & working relationships

Community and Family Studies is equally relevant to both male and female students and has the capacity to challenge and extend students with all levels of ability.

The world we live in today is rapidly changing, both socially and technologically. We are living fast-paced lives and come into contact with a wide variety of different people.

### Main Topics Covered

#### Year 11 (Preliminary) Course

**Resource Management:** Basic concepts of the resource management process

**Individuals and Groups:** The individual's roles, relationships and tasks within groups

**Families and Communities:** Family structures and functions and the interaction between family and community

#### Year 12 (HSC) Course

**Research Methodology:** Independent Research Project

**Groups in Context:** Characteristics and needs of specific community groups

**Parenting & Caring:** Issues facing individuals and groups in roles of parenting and caring

**Family & Societal Interactions:** Government and community structures supporting and protecting families

**Social Impact of Technology:** The impact of evolving technologies on individuals and lifestyle.

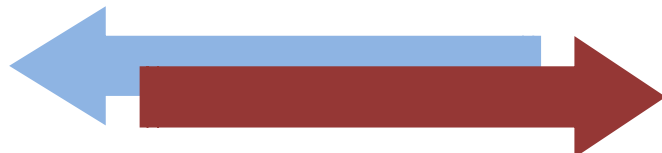
**Individuals & Work:** Contemporary issues confronting individuals as they manage roles in family and work environments.

### Particular Course Requirements

As part of the HSC, students are required to complete an IRP. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities or resource management.

### Personal Qualities

- Participate in class discussions
- Good research skills
- Take responsibility for own learning
- Independent learner
- Commitment to the demands of a rigorous HSC course



## DESIGN & TECHNOLOGY

### TAS – HOME ECONOMICS FACULTY

ATAR	UNITS	Prelim Cost	HSC Cost
YES – A	2	\$30	\$30

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Exclusions: Nil

#### Course Description

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary course students study designing and producing which includes the completion of at least two design projects.

In the HSC course students undertake a study of innovation and emerging technologies which includes a case study of an innovation. They also study designing and producing which includes the completion of a Major Design Project.

#### Main Topics Covered

##### Year 11 (Preliminary) Course

Designing and Producing including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

##### Year 12 (HSC) Course

Innovation and Emerging Technologies including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

#### Particular Course Requirements

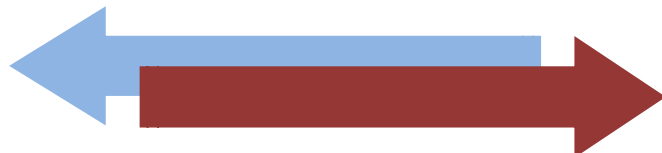
In the Preliminary course, students must participate in hands-on practical activities. In the HSC course, the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a major design project and the presentation of a case study.

#### Personal Qualities

- Self-motivated
- Some creative flair
- Ability to meet deadlines
- Willingness to listen to the ideas of others and accept critical advice

#### Desirable Knowledge

- General wood, metal or textiles knowledge and skills.
- General mathematics knowledge and skills.



## DRAMA

### CREATIVE & PERFORMING ARTS FACULTY

ATAR	UNITS	Prelim Cost	HSC Cost
YES – A	2	\$45	\$45

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

#### Board Developed Course

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

#### Course Description

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

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

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

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

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

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

#### Main Topics Covered

##### Year 11 (Preliminary) Course

- Improvisation, Play building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

##### Year 12 (HSC) Course

- Australian Drama & Theatre
- Studies in Drama & Theatre
- Group Performance (core content)
- Individual Project

#### Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in **practical workshop activities and performances** to assist their understanding, analysis and synthesis of material covered in areas of study.

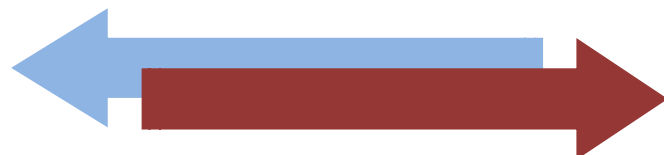
The **Individual Project** is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must **base their work on one of the texts listed** in the published text list. This list changes every three years.

Students selecting Drama are required to **keep a log book of the development of each of the components** Group Performance and Individual Project.

#### Personal Qualities

You should be energetic, prepared to perform to any size audience, imaginative and spontaneous, committed to after-school practice and performance and working with others.





## EARTH & ENVIRONMENTAL SCIENCE

### SCIENCE FACULTY

ATAR	UNITS	Prelim Cost	HSC Cost
<b>YES – A</b>	<b>2</b>	<b>\$10</b>	<b>\$10</b>
Electronic Text Book Fee		<b>\$20</b>	<b>\$20</b>

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

#### Course Description

The Earth and Environmental course looks at areas in Science which relate to Earth's renewable and non-renewable resources in Australia. It also looks at the Australian environmental impacts that the use of these resources have.

Students will work scientifically to develop skills and knowledge through practical application. Students will be expected to complete practical and secondary sourced investigations to deepen their understanding of the topic.

#### Main Topics Covered



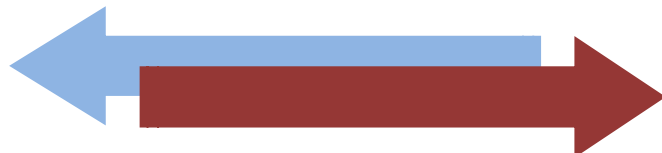
#### Particular Course Requirements

Practical experiences in the Preliminary Course and the HSC Course will occupy a minimum of 35 indicative hours per course, including 15 hours allocated to practical investigations in depth studies. Field studies are carried out in Preliminary and HSC courses.

**Pattern of Study:** Maximum of 6 units can be undertaken in Science in Year 11

#### Personal Qualities

Work individually & as part of a team; work safely & persevere to solve problems; enjoy a challenge.



## ENGINEERING STUDIES

### TAS – INDUSTRIAL ARTS FACULTY

ATAR	UNITS	Prelim Cost	HSC Cost
YES – A	2	\$20	\$10

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Exclusions: Nil

#### Course Description

The aim of Engineering Studies Stage 6 is to develop students' understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology.

Students will develop understanding, appreciation and knowledge of the scope, role and responsibilities of engineering in society, in addition to the communication, management and problem solving skills appropriate to engineering methodologies.

There is a strong emphasis on; utilising higher-order thinking in collecting, analysing and organising information, working collaboratively, and using mathematical ideas and techniques.

#### Main Topics Covered

##### Year 11 (Preliminary) Course

- Engineering Fundamentals
- Engineered Products
- Braking Systems
- Bio Engineering

##### Year 12 (HSC) Course

- Civil Structures
- Personal and Public Transport
- Aeronautical Engineering
- Telecommunications Engineering

#### Particular Course Requirements

##### Engineering Report

##### Preliminary Course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

##### HSC Course

Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

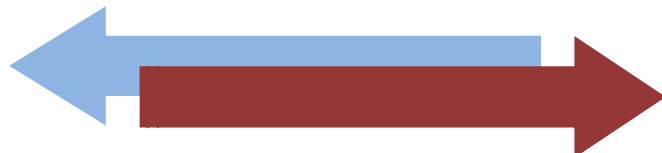
One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

#### Personal Qualities

- Motivation to achieve your personal best
- Dedication and commitment to senior studies
- Enthusiasm towards understanding how things work

#### Desirable Knowledge

Background knowledge in the Stage 5 elective courses of either Design and Technology or Industrial Technology is desirable but not essential.



## ENGLISH ADVANCED ENGLISH FACULTY

ATAR	UNITS	COSTS
YES – A	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** English Standard, English Studies

### Course Description

In the **Preliminary English (Advanced)** course students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the **HSC English (Advanced)** course students analyse and evaluate texts and the ways they are valued in their contexts.

**HSC English (Advanced)** course requires the close study of at least four types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. Plus one other text from the categories above or film, media, non-fiction.

A wide range of additional related texts and textual forms will also be studied.

### Main Topics Covered

#### Year 11 (Preliminary) Course

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a common module called 'Reading to Write'. Students explore texts and develop skills in synthesis.
- Modules, in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The two modules studied in the Preliminary Course are 'Narratives That Shape Our World' and a 'Critical Study of Literature'.

#### Year 12 (HSC) Course

The course has two sections:

- The HSC Common Content consists of a module titled 'Texts and Human Experiences'. This module is common to the HSC Advanced, Standard and English Studies courses. In this module students analyse and explore texts and apply skills in synthesis.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. The modules for the HSC course include Module A: Textual Conversations, Module B: Critical Study of Literature and Module C: 'The Craft of Writing'.

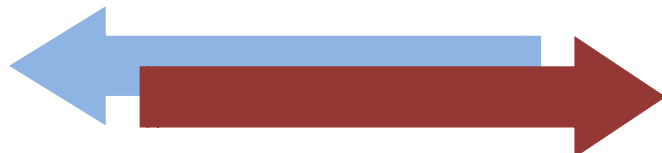
### Particular Course Requirements

Across this course students will be required to:

- Study a range of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Study texts which are widely regarded as quality literature, including texts written about intercultural perspectives
- Study a range of Australian texts, including texts by Aboriginal or Torres Strait Islander authors and those that give insight into Aboriginal or Torres Strait Islander peoples
- Complete tasks that include reading, writing, listening, speaking, viewing and representing

### Personal Qualities

- |  |                       |
|--|-----------------------|
| • Motivation                                   | • Insightfulness      |
| • Creativity                                   | • Independent reader  |
| • Dedication to analysis and creation of texts | • Independent thinker |
| • Love of English                              | • Excellent writer    |



## PRELIMINARY EXTENSION ENGLISH

HSC ENGLISH EXTENSION I & HSC ENGLISH EXTENSION II

### ENGLISH FACULTY

ATAR	UNITS	COSTS
YES – A	1	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** English (Standard) Course; Fundamentals of English; ESL

#### Course Description

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

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

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

#### Prerequisites

1 unit of study for each of Preliminary and HSC

- (a) English (Advanced) course
- (b) Preliminary English Extension Course is prerequisite for Extension Course 1.
- (c) Extension Course 1 is prerequisite for Extension Course 2.

#### Main Topics Covered

##### Preliminary Extension Course

The course has one mandatory section, Module: Texts, Culture and Value. Students will also be required to complete a research project.

##### HSC Extension Course 1

Students are required to complete the common module Literary Worlds with one elective module offered.

##### HSC Extension Course 2

The course requires students to complete a Major Work

#### Particular Course Requirements

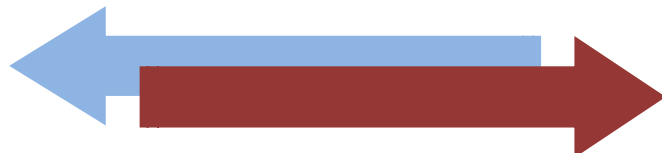
**Preliminary English (Extension) course** requires students to examine a key text from the past and its manifestations in one or more recent cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

**The HSC English (Extension) course 1** requires the study of prescribed texts from the elective module of which two are extended print texts. Students will also study at least two related texts.

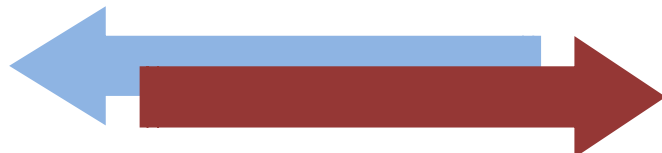
**The HSC English (Extension) course 2** requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

#### Personal Qualities

- Motivation
- Creativity
- Dedication to analysis and creation of texts
- Love of English
- Insightfulness
- Independent reader
- Independent thinker
- Excellent Writer



<b>ENGLISH STANDARD</b> <b>ENGLISH FACULTY</b>	<b>ATAR</b> <b>YES – A</b>	<b>UNITS</b> <b>2</b>	<b>COSTS</b> <b>NIL</b>
<p><b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b>  <b>Board Developed Course</b>  <b>Exclusions:</b> English Advanced, English Studies, Extension</p> <p><b>Course Description</b>  In the <b>Preliminary English (Standard)</b> course students explore the ways events, experiences, ideas and processes are represented in and through texts.</p> <p>In the <b>HSC English (Standard)</b> course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.</p> <p><b>HSC English (Standard) course</b> requires students to study at least <b>three</b> types of prescribed texts, one drawn from each of the following categories: prose fiction, poetry <b>or</b> drama, film <b>or</b> media <b>or</b> non-fiction.</p> <p>A wide range of additional related texts and textual forms will be studied.</p>			
<p><b>Main Topics Covered</b>  <b>Year 11 (Preliminary) Course</b>  The course has two sections:</p> <ul style="list-style-type: none"> <li>Content common to the Standard and Advanced courses is undertaken through a common module called 'Reading to Write'. Students explore texts and develop skills in synthesis.</li> <li>Modules, in which students explore, examine and analyse texts and analyse aspects of meaning. The two modules studied in the Preliminary Course are 'Contemporary Possibilities' and a 'Close Study of Literature'.</li> </ul> <p><b>Year 12 (HSC) Course</b>  The course has two sections:</p> <ul style="list-style-type: none"> <li>The HSC Common Content consists of a module titled 'Texts and Human Experiences'. This module is common to the HSC Advanced, Standard and English Studies courses. In this module students analyse and explore texts and apply skills in synthesis.</li> <li>Modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The modules for the HSC course include Module A: 'Language, Identity and Culture', Module B: 'Close Study of Literature' and Module C: 'The Craft of Writing'.</li> </ul>			
<p><b>Particular Course Requirements</b>  Across this course students will be required to:</p> <ul style="list-style-type: none"> <li>Study a range of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>Study texts which are widely regarded as quality literature, including texts written about intercultural perspectives</li> <li>Study a range of Australian texts, including texts by Aboriginal or Torres Strait Islander authors and those that give insight into Aboriginal or Torres Strait Islander peoples</li> <li>Complete tasks that include reading, writing, listening, speaking, viewing and representing</li> </ul>			
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>Enthusiasm</li> <li>Imagination</li> <li>Commitment to improving writer and oral skills</li> <li>Good reader</li> </ul>			



## FOOD TECHNOLOGY

### TAS – HOME ECONOMICS FACULTY

ATAR	UNITS	Prelim Cost	HSC Cost
YES – A	2	\$80	\$80

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Exclusions: Nil

#### Course Description

**Food Technology is the study of the science of food.** Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society.

Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

**Please note** – this course does not involve a lot of cooking, usually once a fortnight.

#### Main Topics Covered

##### Year 11 (Preliminary) Course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

##### Year 12 (HSC) Course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Food Issues in Nutrition (25%)

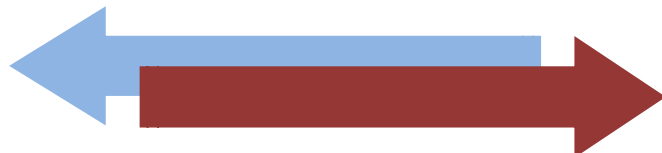
#### Particular Course Requirements

In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

#### Personal Qualities

- Commitment to the demands of a rigorous HSC course
- Responsibility for your own learning
- Willingness to participate in all class activities
- Ability to meet deadlines.
- Well-developed time management and organisational skills in practical lessons



## GEOGRAPHY

### HSIE FACULTY

ATAR	UNITS	COSTS
YES – A	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

#### Course Description

**Geography is the study of the land and man's use of our planet.**

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography.

Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends.

Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment.

#### Main Topics Covered

##### Year 11 (Preliminary) Course

- Biophysical Interactions (45% of course time)
- Global Challenges (45% of course time)
- Senior Geography Project (10% of course time)

##### Year 12 (HSC) Course

- Ecosystems at Risk (33% of course time)
- Urban Places (33% of course time)
- People and Economic Activity - Tourism (33% of course time)

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

#### Particular Course Requirements

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

#### Personal Qualities

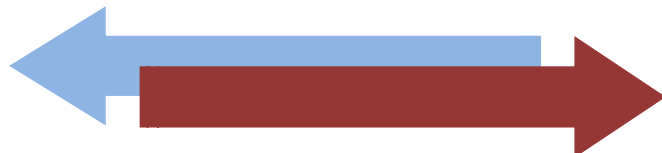
An interest in

- The environment
- Global issues
- Current Affairs
- Conducting practical research and fieldwork

#### Desirable Knowledge

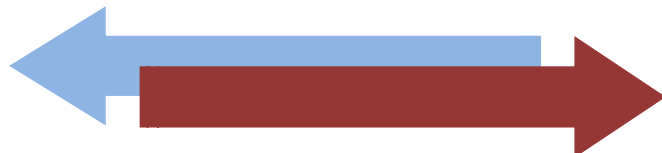
- Environmental terminology and issues
- Geographical skills (eg, map, graph and statistics interpretation)
- Understanding of research methods





<b>INDUSTRIAL TECHNOLOGY</b>			
<b>TAS – INDUSTRIAL ARTS FACULTY</b>			
ATAR	UNITS	Prelim Cost	HSC Cost
YES – A	2	Timber \$80	Timber \$25
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b> <b>Board Developed Course</b> <b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and the Content Endorsed Course Furnishing.			
<b>Course Description</b> Industrial Technology Stage 6 consists of project work and an Industry Study that develops a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.  Students have the option of studying either the <b>Timber Products or Furniture Industry Focus</b> of Industrial Technology OR the <b>Multimedia Industry Focus</b> of Industrial Technology at St Clair High School.			
<b>STUDENTS ARE NOT ABLE TO SELECT BOTH INDUSTRY FOCUS AREAS.</b>			
<b>Main Topics Covered</b> <b>Year 11 (Preliminary) Course</b> The following sections are taught in relation to the relevant focus area: <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety</li> <li>• Design and Management – designing, drawing, computer applications, project management</li> <li>• Workplace Communication – literacy, calculations, graphics</li> <li>• Industry Specific Content and Production</li> </ul>			
<b>Year 12 (HSC) Course</b> The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry: <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Design and Management, and Communication</li> <li>• Production</li> <li>• Industry Related Manufacturing Technology</li> </ul>			
<b>Particular Course Requirements</b> In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.			
<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Ability to apply theory to practical projects</li> <li>• Ability to meet deadlines</li> <li>• Willingness to take responsibility for own learning</li> <li>• Creative thinker</li> <li>• Ability to demonstrate safe work practices</li> </ul>			
<b>Desirable Knowledge</b> Student has completed CabINETWORK subjects in Years 9-10. A working knowledge of computer software such as Photoshop, Paint shop Pro, Power Point, MSWord, Excel etc., and reasonably competent in computer usage.			





## INVESTIGATING SCIENCE SCIENCE FACULTY

ATAR	UNITS	Prelim Cost	HSC Cost
<b>YES – A</b>	<b>2</b>	<b>\$10</b>	<b>\$10</b>
Electronic Text Book Fee		<b>\$20</b>	<b>\$20</b>

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

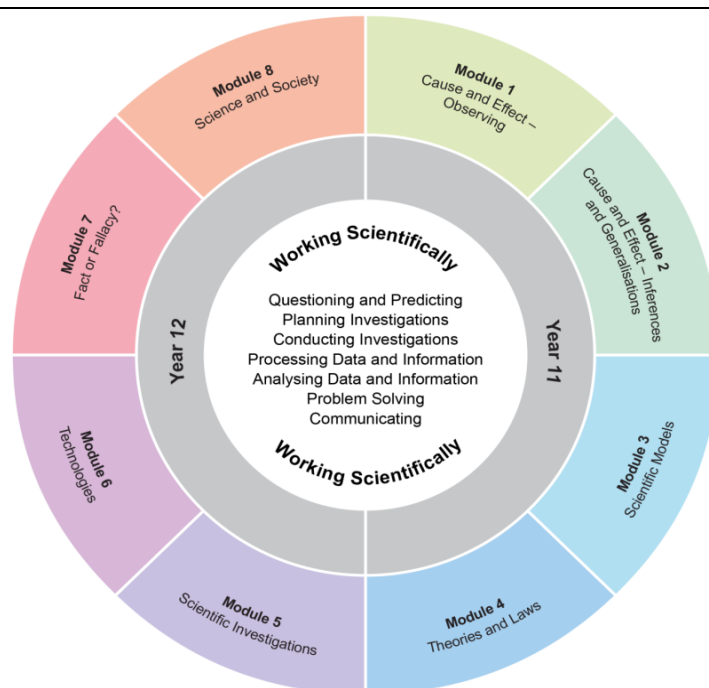
### Course Description

The *Investigating Science Stage 6 Syllabus* is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The course is focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course provides students with the opportunity to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course allows students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth. The knowledge, understanding and skills gained from this course are intended to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

**Note:** While Investigating Science can be undertaken as a standalone course, it is also designed to supplement other Stage 6 Science courses.

### Main Topics Covered



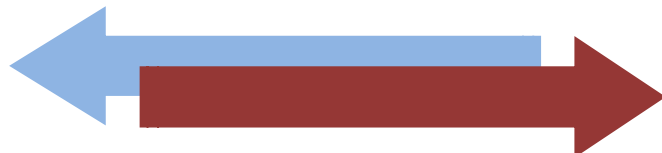
### Particular Course Requirements

The Preliminary course includes both practical investigations and secondary-sourced investigations. Practical experiences are essential part of the Year 11 course and must occupy a minimum of 35 hours of course time including time allocated to practical investigations in depths studies.

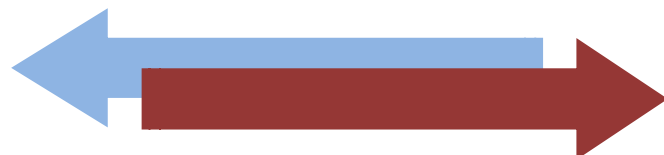
**Pattern of Study:** Maximum of 6 units can be undertaken in Science in Year 11

### Personal Qualities

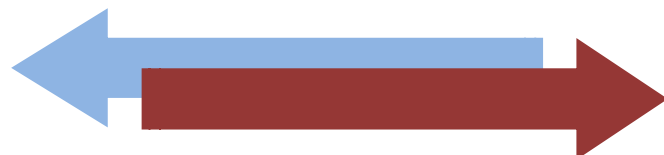
Enjoy investigating and reporting on problems, Work safely, Persevere to solve complex problems.



<b>LANGUAGES</b> <b>HSIE FACULTY</b>	<b>ATAR</b> <b>YES – A</b>	<b>UNITS</b> <b>2</b>	<b>COSTS</b> <b>NIL</b>
<p><b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b>  <b>Board Developed Course</b>  <b>Exclusions:</b></p> <p><b>Course Description</b>  Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.</p> <p>Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.</p> <p>Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem solving.</p> <p>Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students' learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.</p> <p>Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to the learning of other languages. By making comparisons between and among languages, students strengthen their command of their first language.</p>			
<p><b>What does the study of Languages involve?</b>  Language study involves gaining an understanding of the language, culture, lifestyle, attitudes, religions, and traditions of the country. The skills of listening and speaking, reading and writing in the target language are developed.</p> <p>The activities undertaken in class are very varied and range from listening to conversations or songs in the chosen language to reading short excerpts in the language; from researching topics in the library to tasting a traditional feast; from watching videos showing the colourful traditions of the country to planning a tour and putting on dramatic performances and role plays highlighting the language and culture which have been learnt.</p>			
<p><b>Particular Course Requirements</b></p> <p>If you are interested in studying a Language for the HSC please speak to Miss Holt and/or refer to the Saturday School of Languages information available on page 81.</p>			
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Students should have an interest and passion towards the native country of a language.</li> <li>• A curiosity of the vocabulary of a language and the colloquial uses of a foreign language</li> </ul>			



<b>LEGAL STUDIES</b> <b>HSIE FACULTY</b>	<b>ATAR</b> <b>YES – A</b>	<b>UNITS</b> <b>2</b>	<b>COSTS</b> <b>NIL</b>
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b> <b>Board Developed Course</b> <b>Exclusions: Nil</b>			
<b>Course Description</b>  <b>Legal Studies is the study of our laws and how and why they are made, and how they work.</b> This two year course provides students with basic knowledge and understanding of how our legal system works.  This allows students to develop an awareness of their role in society. It is an interesting and informative course for all young people. It deals with both civil and criminal law, the role of courts and juries, the constitution, and examines significant legal cases.			
<b>Main Topics Covered</b>  <b>Year 11 (Preliminary) Course</b> <ul style="list-style-type: none"> <li>• The Legal System</li> <li>• The Individual and the Law</li> <li>• Law in Practice</li> </ul> <b>Year 12 (HSC) Course</b> <ul style="list-style-type: none"> <li>• Crime</li> <li>• Human Rights</li> </ul> <b>Options:</b> 2 areas must be chosen from the following selection. <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Family</li> <li>• Shelter</li> <li>• World Order</li> <li>• Global Environment Protection</li> <li>• Indigenous Peoples</li> <li>• Workplace</li> </ul>			
<b>Particular Course Requirements</b> Nil			
<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Hard working</li> <li>• Self-motivated</li> <li>• Willingness to express oneself in a verbal and written format</li> </ul>			
<b>Desirable Knowledge</b> <ul style="list-style-type: none"> <li>• Students who have studied Commerce units in Stage 4, particularly the law topics, will have a basic understanding of the course.</li> </ul>			



## MATHEMATICS ADVANCED MATHEMATICS FACULTY

ATAR	UNITS	COSTS
YES – A	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** This course may **not** be studied in conjunction with Mathematics Standard courses.

### Course Description

The course is intended to give students who have demonstrated general competence in the skills of Stage 5.3 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world.

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial Mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Extension 1 (3 Unit) or Extension 2 (4 Unit) courses.

**Prerequisites:** This course is constructed on the assumption that students have achieved the outcomes **up to and including 5.3 in each strand for the Mathematics ROSA** and achieved a commendable level.

### Main Topics Covered

Year 11 (Preliminary) Course		Year 12 (HSC) Course	
Topics	Subtopics	Topics	Subtopics
Functions	<b>MA-F1</b> Working with Functions	Functions	<b>MA-F2</b> Graphing Techniques
Trigonometric Functions	<b>MA-T1</b> Trigonometry and Measure of Angles <b>MA-T2</b> Trigonometric Functions and Identities	Trigonometric Functions	<b>MA-T3</b> Trigonometric Functions and Graphs
Calculus	<b>MA-C1</b> Introduction to Differentiation	Calculus	<b>MA-C2</b> Differential Calculus <b>MA-C3</b> Applications of Differentiation <b>MA-C4</b> Integral Calculus
Exponential and Logarithmic Functions	<b>MA-E1</b> Logarithms and Exponentials	Financial Mathematics	<b>MA-M1</b> Modelling Financial Situations
Statistical Analysis	<b>MA-S1</b> Probability and Discrete Probability Distributions	Statistical Analysis	<b>MA-S2</b> Descriptive Statistics and Bivariate Data Analysis <b>MA-S3</b> Random Variables

### Particular Course Requirements

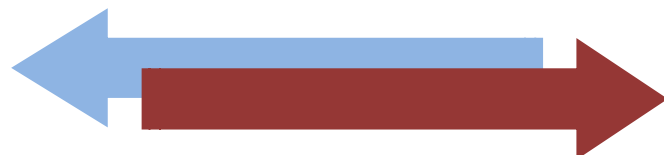
- Students should have studied Mathematics at **5.3 level**.

### Personal Qualities

- Dedication and commitment to school work
- Willingness to complete a substantial amount of work outside the classroom

### Desirable Knowledge

- A thorough understanding of the **Level 5.3** Mathematics course is needed to satisfactorily complete this subject.



## MATHEMATICS EXTENSION 1

### MATHEMATICS FACULTY

ATAR	UNITS	COSTS
YES – A	1	NIL

**1 unit for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** This course may **not** be studied in conjunction with Mathematics Standard courses.

#### Course Description

The content of this course, which includes the whole of the Mathematics Advanced, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5.3 Mathematics and who are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world.

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the 3 unit course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the 4 unit course in Year 12.

**Prerequisites:** 3 units in each of Preliminary and HSC Board Developed Course. This course is constructed on the assumption that students have achieved the outcomes up to and including 5.3 in each strand for the RoSA and achieved a commendable level.

#### Main Topics Covered

Year 11 (Preliminary) Course		Year 12 (HSC) Course	
Topics	Subtopics	Topics	Subtopics
Functions	<b>ME-F1</b> Further Work with Functions <b>ME-F2</b> Polynomials	Proof	<b>ME-P1</b> Proof by Mathematical Induction
Trigonometric Functions	<b>ME-T1</b> Inverse Trigonometric Functions <b>ME-T2</b> Further Trigonometric Identities	Vectors	<b>ME-V1</b> Introduction to Vectors
Calculus	<b>ME-C1</b> Rates of Change	Trigonometric Functions	<b>ME-T3</b> Trigonometric Equations
Combinatorics	<b>ME-A1</b> Working with Combinatorics	Calculus	<b>ME-C2</b> Further Calculus Skills <b>ME-C3</b> Applications of Calculus
		Statistical Analysis	<b>ME-S1</b> The Binomial Distribution

#### Particular Course Requirements

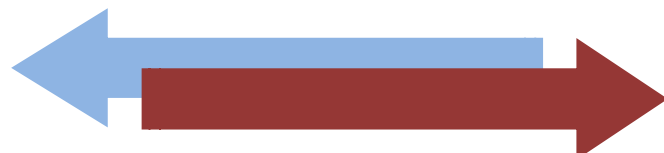
- Students should have studied in Mathematics **5.3** Polynomials, Functions and Circle Geometry. Please note this is not part of the Stage 5.3 Scope and Sequence.

#### Personal Qualities

- Dedication and commitment to school work
- Willingness to complete a substantial amount of work outside the classroom

#### Desirable Knowledge

- Level 5.3** Mathematics at a well above satisfactory level is required.



## MATHEMATICS STANDARD 2

### MATHEMATICS FACULTY

TAR	UNITS	COSTS
YES – A	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 2.

**Note:** For Mathematics Standard 1 course Description, please see the Board Developed [Category B](#) section.

#### Course Description

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level and TAFE. Such areas of study would include business, humanities, nursing and paramedical sciences.

The Mathematics Standard courses contain content required to meet the Australian Core Skills Framework Numeracy Level 3 and should develop sufficient skills for students who are yet to fulfill the Numeracy Requirement for the Higher School Certificate.

**Prerequisites:** This course is constructed on the assumption that students have achieved the outcomes up to and including 5.2 in each strand for the RoSA.

#### Main Topics Covered

Year 11 (Preliminary) Course		Year 12 (HSC) Course	
Topics	Subtopics	Topics	Subtopics
Algebra	<b>MS-A1</b> Formulae and Equations <b>MS-A2</b> Linear Relationships	Algebra	<b>MS-A4</b> Types of Relationships
Measurement	<b>MS-M1</b> Applications of Measurement <b>MS-M2</b> Working with Time	Measurement	<b>MS-M6</b> Non-right-angled Trigonometry <b>MS-M7</b> Rates and Ratios
Financial Mathematics	<b>MS-F1</b> Money Matters	Financial Mathematics	<b>MS-F4</b> Investments and Loans <b>MS-F5</b> Annuities
Statistical Analysis	<b>MS-S1</b> Data Analysis <b>MS-S2</b> Relative Frequency and Probability	Statistical Analysis	<b>MS-S4</b> Bivariate Data Analysis <b>MS-S5</b> The Normal Distribution
		Networks	<b>MS-N2</b> Network Concepts <b>MS-N3</b> Critical Path Analysis

#### Particular Course Requirements

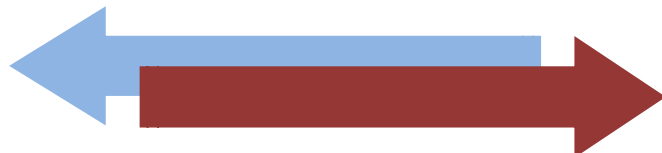
- Students should have studied Mathematics at **5.3/5.2** level.

#### Personal Qualities

- Dedication and commitment to school work
- Willingness to complete a substantial amount of work outside the classroom

#### Desirable Knowledge

- A thorough understanding is needed to satisfactorily complete this subject at Level **5.2/5.3** Mathematics



## MODERN HISTORY

### HSIE FACULTY

ATAR	UNITS	COSTS
YES – A	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

#### Course Description

Modern History is the study of crucial events, people and issues that have formed the modern world, from the French Revolution until the 21<sup>st</sup> century. The Preliminary course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

#### Main Topics Covered

##### Year 11 (Preliminary) Course

**Part I:** Investigating Modern History 50%

- The Nature of Modern History – The Investigation of Sites and Source, the Contestability of the Past.
- Case Studies Examples include: Assassination of JFK; Cambodian genocide; Cuban and/or Chilean Revolution; The Romanov dynasty

**Part II:** Historical Investigation (20%)

**Part III:** The Shaping of the Modern World (30%). Examples include: World War 1

##### Year 12 (HSC) Course

**Part I: Core Study - Mandatory**

Power and Authority in the Modern World 1919-1946 – Germany and the Rise of dictatorships post-WWI

**Part II: National Study**

Students are to study ONE from the following:

Russia and the Soviet Union 1917-41

**Part III: Peace and Conflict** - One of

Conflict in the Pacific; Cold War; Arab-Israel Conflict; Conflict in Indochina; Conflict in Europe

**Part IV: Change in the Modern World** – One of

Pro-democracy Movement in Burma 1945–2010; The Cultural Revolution to Tiananmen Square 1966–1989;

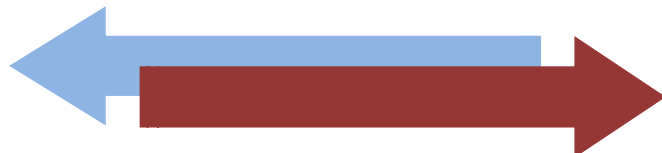
Civil Rights in the USA 1945–1968; The Changing World Order 1945–2011; The Nuclear Age 1945–2011;

Apartheid in South Africa 1960–1994

#### Personal Qualities

- Ability to research and analyse information.
- Curiosity
- Persistence
- Investigative skills
- Willingness to learn





## MUSIC 1

### CREATIVE & PERFORMING ARTS FACULTY

ATAR	UNITS	Prelim Cost	HSC Cost
YES – A	2	\$55	\$55

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

#### Board Developed Course

**Exclusions:** Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

#### Course Description

This course provide students with the opportunity to study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students nominate three electives made up of any combination of performance, composition and/or musicology which reflect the three topics studied in the HSC course.

In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

**Prerequisites:** Music mandatory course (or equivalent)

#### Main Topics Covered

Students study three topics in each year of the course. Topics include Methods of Notating Music, Music of a Culture (Preliminary Course), Technology and its Influence on Music.

#### Particular Course Requirements

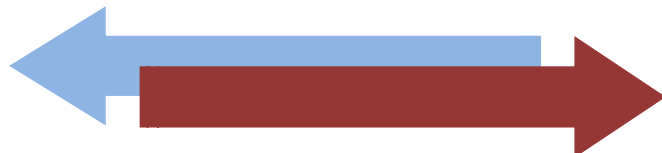
Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority to validate authorship of the submitted work.

**All students are expected to perform, compose and analyse music.** Students must also study the musicology of the topics covered. Students will need to take part in compulsory workshops (African Drumming, HSC Work Shop) and excursions (Recording Studio and Concert participation) to complete and learn course content. Students will need to cover the costs of each work shop and excursion.

#### Personal Qualities

- An ability to read standard notation
- Private instrumental tuition outside of school
- Ability to work independently
- Confidence to perform in front of other people.





## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

ATAR	UNITS	COSTS
YES – A	2	NIL

### PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION FACULTY

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Exclusions: Nil

#### Course Description

**PDHPE is the study of physiology, health and social issues.**

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

#### Main Topics Covered

##### Year 11 (Preliminary) Course

##### Core Topics (70%)

- Meanings of Health and Physical Activity
- Better Health for Individuals
- The Body in Motion

##### Optional Components (30%)

- Students to select two options each from:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

##### Year 12 (HSC) Course

##### Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

##### Optional Component (40%)

- Students to select two options each from:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

#### Particular Course Requirements

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

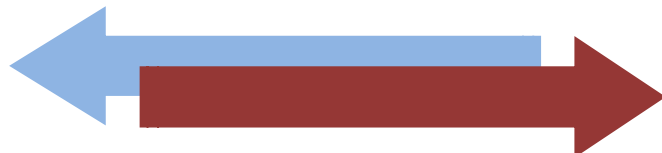
#### Personal Qualities

Students should be:

- Committed to learning at a high standard
- Prepared for the demanding **theoretical** aspect of this course (not a lot of practical PE)
- Determined to achieve to the best of their ability

#### Desirable Knowledge

Students should have completed all Health and Sports Science units in Years 7-10 to a satisfactory standard. Students need to have a keen interest in health issues in Australia and the variety of factors affecting the performance of athletes.



## PHYSICS SCIENCE FACULTY

ATAR	UNITS	Prelim Cost	HSC Cost
<b>YES – A</b>	<b>2</b>	<b>\$10</b>	<b>\$10</b>
Electronic Text Book Fee		<b>\$20</b>	<b>\$20</b>

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

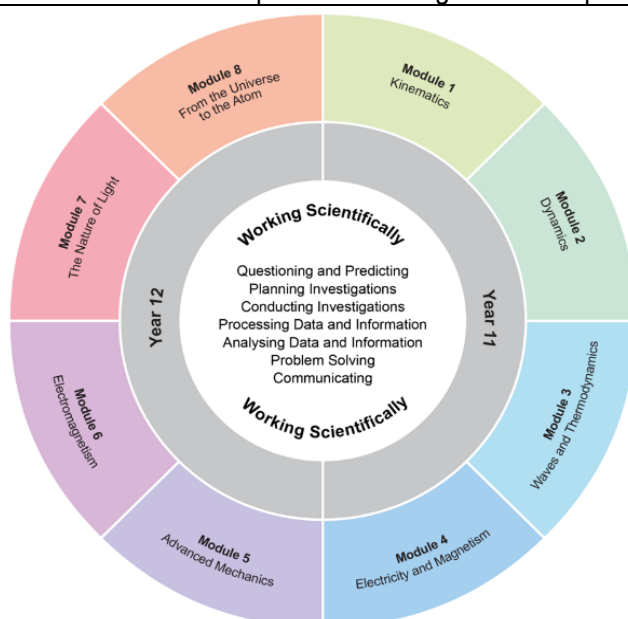
### Course Description

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with energy and force fields. Physics deals with the study of phenomena on scales of space and time – from particles smaller than atoms to how objects interact at the age and size of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in directing the future.

The problem-solving nature of physics will help students to further develop the skills used by working scientists. Students will explore scientific models, theories and laws, in a way which encourages them to understand that different phenomena can sometimes be connected to each other. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities. 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.

Practical experiences in the Preliminary Course and the HSC Course will occupy a minimum of 35 indicative hours per course, including 15 hours allocated to practical investigations in depth studies

### Main Topics Covered



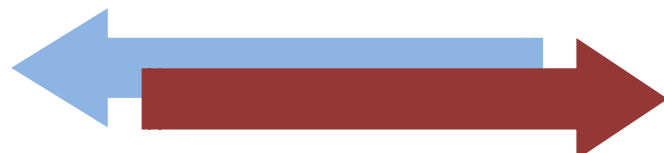
### Particular Course Requirements

The Preliminary course includes both practical investigations and secondary-sourced investigations. Practical experiences are essential part of the Year 11 course and must occupy a minimum of 35 hours of course time including time allocated to practical investigations in depths studies.

**Pattern of Study:** Maximum of 6 units can be undertaken in Science in Year 11

### Personal Qualities

Problem solving, creativity, urge to understand the reasons 'why', ability to apply basic mathematical operations to finding relationships between variables in experiments.



## SOCIETY & CULTURE

### HSIE FACULTY

ATAR	UNITS	COSTS
YES – A	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

#### Course Description

Society & Culture is the study of people and how they live in communities together.

Areas of interest such as the challenges of adolescence, the family, gender roles, the media and globalization are explored in this subject.

Students develop an understanding of how to do social research and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

#### Main Topics Covered

##### Year 11 (Preliminary) Course

- **The Social and Cultural World** - the interactions between persons and groups within societies (20%)
- **Personal and Social Identity** - socialisation and the development of personal and social identity in a variety of social and cultural settings (40%)
- **Intercultural Communication** - how people in different social, cultural and environmental settings behave, communicate and perceive the world around them (40%)

##### Year 12 (HSC) Course

###### Core

- **Social and Cultural Continuity and Change** - the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study (30%)
- **The Personal Interest Project** - an individual research project (30%)
- Depth Studies (40%)

###### Two to be chosen from:

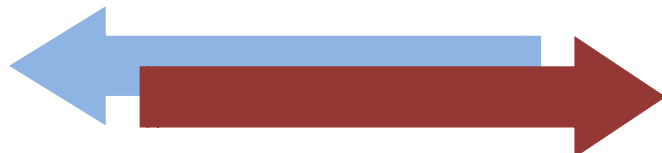
- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and non-conformity

#### Particular Course Requirements

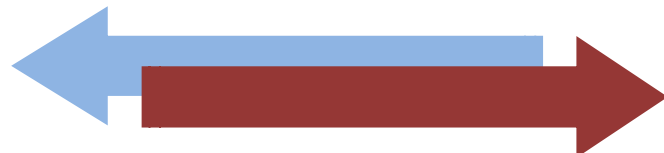
- Completion of Personal Interest Project

#### Personal Qualities

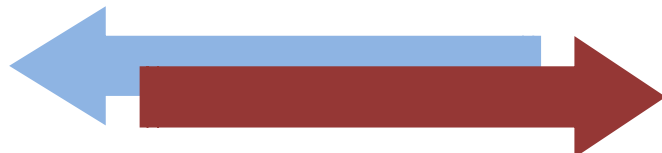
- Any student who is interested in looking at issues such as psychology, social change and the role of the media will find the course interesting.



<b>TEXTILES &amp; DESIGN</b> <b>TAS – HOME ECONOMICS FACULTY</b>	ATAR	UNITS	Prelim Cost	HSC Cost
	YES – A	2	\$30	\$30
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b> <b>Board Developed Course</b> <b>Exclusions:</b> Nil				
<b>Course Description</b> <p>The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.</p> <p>Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.</p>				
<b>Main Topics Covered</b>  <b>Year 11 (Preliminary) Course</b> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)</li> </ul> <b>Year 12 (HSC) Course</b> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%)</li> </ul>				
<b>Particular Course Requirements</b> <p>In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work.</p> <p>In the HSC course, the major textiles project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.</p>				
<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Creative thinking and ability to apply this in designing your major work</li> <li>• Managing available resources and time to meet deadlines</li> <li>• Ability to be artistic in creating a practical product</li> <li>• Ability to use new technologies and innovations effectively</li> </ul>				
<b>Desirable Knowledge</b> <ul style="list-style-type: none"> <li>• Junior Textiles, Visual Arts</li> </ul>				



VISUAL ARTS		ATAR	UNITS	Prelim Cost	HSC Cost
CREATIVE & PERFORMING ARTS FACULTY		YES – A	2	\$50	\$50
2 units for each of Year 11 (Preliminary) and Year 12 (HSC)					
Board Developed Course					
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.					
Course Description					
Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course that reflects students’ knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.					
The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.					
Main Topics Covered					
Year 11 (Preliminary) Course			Year 12 (HSC) Course		
Learning opportunities focus on:			Learning opportunities focus on:		
<ul style="list-style-type: none"><li>• The nature of practice in art making, art criticism and art history through different investigations</li><li>• The role and function of artists, artworks, the world and audiences in the art world</li><li>• The different ways the visual arts may be interpreted and how students might develop their own informed points of view</li><li>• How students may develop meaning and focus and interest in their work</li><li>• Building understandings over time through various investigations and working in different forms.</li></ul>			<ul style="list-style-type: none"><li>• How students may develop their own practice of art making, art criticism, and art history, applied to selected areas of interest</li><li>• How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li><li>• How students may learn about the relationships between artists, artworks, the world and audiences within the art world</li><li>• How students may further develop meaning and focus in their work</li></ul>		
Particular Course Requirements			HSC Course		
Preliminary Course					
<ul style="list-style-type: none"><li>• Development of a Body of Work</li><li>• A broad investigation of ideas in art criticism &amp; art history</li></ul>			<ul style="list-style-type: none"><li>• Development of a body of work and use of a process diary</li><li>• A minimum of five Case Studies (4–10 hours each)</li><li>• Deeper and more complex investigations of ideas in art criticism and art history</li><li>• USB</li><li>• A Subject Materials Contribution of \$50.00 per student.</li></ul>		
Personal Qualities					
<ul style="list-style-type: none"><li>• Prepared to work outside of school hours to complete required work</li><li>• Use own time to study information given in class time.</li><li>• Independent thinking and learning</li></ul>					



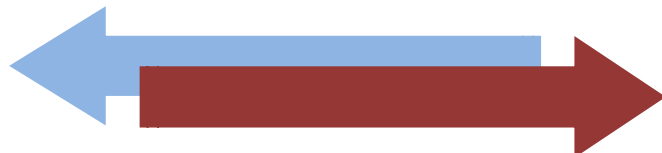
## **Board Developed Courses *Category B***

### **HSC Board Developed *Category B* Course Summary** Offered at St Clair High School

<b>Subject</b>	<b>Preliminary &amp; HSC Courses (2 Unit)</b>	<b>Prelim Cost</b>	<b>HSC Cost</b>	<b>ATAR Category</b>
English	English Studies			<b>B</b>
Mathematics Standard	Mathematics Standard 1			<b>B</b>

Important Information to remember...

- ▶ For inclusion of the above Courses in the calculation of the ATAR **you must sit the external examination** in Year 12.
- ▶ Only **one** Category B course will be counted in this calculation.



## ENGLISH STUDIES

### ENGLISH FACULTY

ATAR	UNITS	COSTS
YES – B	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** English Standard, English Advanced; English Extension

#### Course Description

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

In both the **Preliminary** and **HSC English Studies** course students understand, use, enjoy and value the English language in its various textual forms and become thoughtful, imaginative and effective communicators in English.

#### Main Topics Covered

##### Year 11 (Preliminary) Course

The course has three modules:

- Mandatory module: 'Achieving through English: English in education, work and community' and at least two additional modules which may include The Big Screen and Part of a Family.

##### Year 12 (HSC) Course

The course has two sections:

- The HSC Common Content consists of a module titled 'Texts and Human Experiences'. This module is common to the HSC Advanced, Standard and English Studies courses. In this module students analyse and explore texts and apply skills in synthesis.
- Students will also study at least 3 other modules which may include 'On the Road', 'Playing the Game', 'We Are Australians', 'Local Heroes and Telling Us All About It'.

#### Particular Course Requirements

**Preliminary English Studies course** requires:

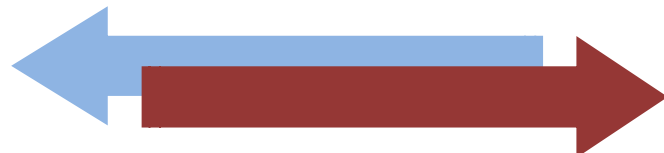
- Completion of mandatory module and at least 2 additional modules.

**Preliminary HSC English Studies course** requires:

- Completion of mandatory module and at least 3 additional modules.

#### Personal Qualities

- Enthusiasm
- Imagination
- Commitment to improving communication skills in listening, writing and speaking.



## MATHEMATICS STANDARD 1

### MATHEMATICS FACULTY

ATAR	UNITS	COSTS
YES – B	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 1.

#### Course Description

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

The Mathematics Standard courses contain content required to meet the Australian Core Skills Framework Numeracy Level 3 and should develop sufficient skills for students who are yet to fulfill the Numeracy Requirement for the Higher School Certificate.

**Prerequisites:** This course is constructed on the assumption that students have achieved the outcomes up to and including 5.1/5.2 Mathematics in each strand for the RoSA.

#### Main Topics Covered

Year 11 (Preliminary) Course		Year 12 (HSC) Course	
Topics	Subtopics	Topics	Subtopics
Algebra	<b>MS-A1</b> Formulae and Equations <b>MS-A2</b> Linear Relationships	Algebra	<b>MS-A3</b> Types of Relationships
Measurement	<b>MS-M1</b> Applications of Measurement <b>MS-M2</b> Working with Time	Measurement	<b>MS-M3</b> Right-angled Triangles <b>MS-M4</b> Rates <b>MS-M5</b> Scale Drawings
Financial Mathematics	<b>MS-F1</b> Money Matters	Financial Mathematics	<b>MS-F2</b> Investment <b>MS-F3</b> Depreciation and Loans
Statistical Analysis	<b>MS-S1</b> Data Analysis <b>MS-S2</b> Relative Frequency and Probability	Statistical Analysis	<b>MS-S3</b> Further Statistical Analysis
		Networks	<b>MS-N1</b> Networks and Paths

#### Particular Course Requirements

- Students should have studied Mathematics at **5.2/5.1** level.

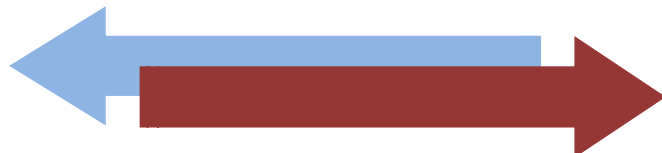
#### Personal Qualities

- Dedication and commitment to school work
- Willingness to complete a substantial amount of work outside the classroom

#### Desirable Knowledge

- A thorough understanding is needed to satisfactorily complete this subject at Level **5.1/5.2** Mathematics

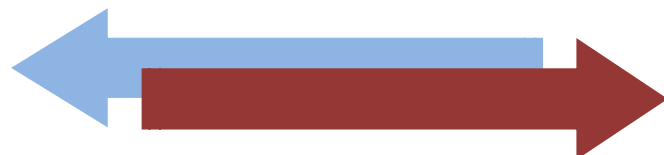




## ***Board Endorsed Courses***

### **HSC Content Endorsed Course Summary Offered at St Clair High School**

<b>Subject</b>	<b>Preliminary Course</b>	<b>HSC Course</b>	<b>ATAR</b>
Ceramics	✓	✓	<b>No</b>
Exploring Early Childhood	✓	✓	<b>No</b>
Photography –Digital Imaging & Video	✓	✓	<b>No</b>
Sport Lifestyle & Recreation	✓	✓	<b>No</b>
Visual Design	✓	✓	<b>No</b>
Work Studies	✓	✓	<b>No</b>



## CERAMICS

### CREATIVE & PERFORMING ARTS FACULTY

ATAR	UNITS	Cost
NO	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

#### Board Developed Course

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

#### Course Description

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course in Ceramics enables students to develop:

- an understanding of ceramic processes and practices and the ways in which these can be used in making a range of products
- a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies
- a knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms
- the skills required to give form to their ideas and feelings in ceramic products

#### Main Topics Covered

##### Proposed modules studied in Year 11 &/or 12

##### Practical (70%)

- Modules may include: hand-building, wheel throwing techniques, sculptural Forms, kiln and glaze technology, surface treatment, and mixed media ceramic project.

##### Theory (30%)

- Clay technology
- Study of functional and non-functional ceramics in a range of cultural, historical and contemporary contexts.
- Study of Australian and International artists.

#### Particular Course Requirements

- USB
- A subject materials contribution of \$60.00 per student.

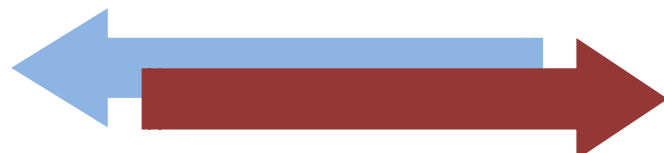
#### Personal Qualities

Students should be prepared to:

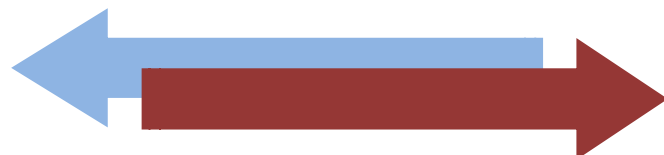
- work within health and safety guidelines
- be prepared to work outside of school hours
- work on a large scale
- be prepared to work independently

#### Desirable Knowledge

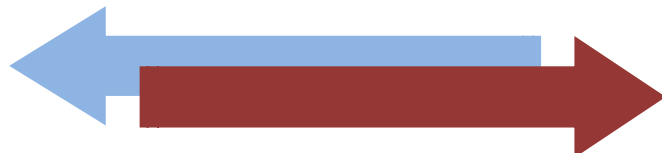
Studying Visual Arts, Photography and Visual Design in Years 9 and 10 would be an advantage to help you achieve your personal best, however, prior knowledge is not a requirement



EXPLORING EARLY CHILDHOOD TAS – HOME ECONOMICS FACULTY		ATAR	UNITS	Prelim Cost	HSC Cost
		NO	2	NIL	\$15
2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course Exclusions: Nil					
Course Description					
<p>Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The study of this course will enable students to develop knowledge and understanding, and skills in:</p> <ul style="list-style-type: none"><li>the physical, social-emotional, behavioural, cognitive and language development of young children</li><li>the environmental factors that have an impact upon young children’s growth and development</li><li>the development and maintenance of positive behaviours and relationships with young children</li><li>communication and interaction</li><li>research and analysis</li><li>decision making and evaluation</li><li>Respect for the individuality and uniqueness of young children and their families an appreciation of the value and importance of supportive and responsible relationships with young children.</li></ul>					
Main Topics Covered					
Core Study		Elective Modules			
<p>PART A: Pregnancy and Childbirth</p> <p>PART B: Child Growth and Development</p> <p>PART C: Promoting Positive Behaviour</p>		<ul style="list-style-type: none"><li>Play and the Developing Child</li><li>Young Children with Special Needs</li><li>Food and Nutrition</li><li>The Children’s Services Industry</li><li>Young Children and the Law</li><li>Historical and Cultural Contexts of Childhood</li><li>Young Children and the Media</li><li>Children’s Literature</li></ul>			
Particular Course Requirements					
N/A					
Personal Qualities					
<ul style="list-style-type: none"><li>Ability to interact with young children</li><li>Willingness to participate in class discussions</li><li>Ability to analyse and compare information from a variety of sources, to develop an understanding of child growth and development.</li></ul>					



PHOTOGRAPHY, DIGITAL IMAGING & VIDEO		ATAR	UNITS	Prelim Cost	HSC Cost
CREATIVE & PERFORMING ARTS FACULTY		NO	2	\$60	\$60
2 units for each of Year 11 (Preliminary) and Year 12 (HSC)					
Board Developed Course					
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.					
Course Description					
Photography, Digital Imaging & Video is an integral part of our lives. This course offers opportunities for the student to investigate one or more of these fields. Through practical and theoretical practices students investigate the contemporary world of visual arts and multimedia. This course gives students skills and knowledge to engage in such activities, it is an increasingly demanded skill in a range of careers and other school courses such as Multi -Media, Visual Design and Visual Arts.					
Photography, Video & Digital Imaging Course allows students to:					
<ul style="list-style-type: none"><li>• Work with Wet photography/ SLR Camera</li><li>• Work with Digital Imagery/Photoshop</li><li>• Use these various practices as a means of visual communication of ideas.</li><li>• Understand the different genres of photography, video and digital imagery and the roles they play in our everyday lives.</li><li>• Have a greater understanding of and be able to critically appraise photography, video and digital imagery from both a technical and aesthetic viewpoint.</li><li>• Understand the basics of using a Video Camera, Film production and Post-Production and editing techniques.</li></ul>					
Main Topics Covered					
Wet Photography		Digital Imagery		Video Making	
Practical 70% <ul style="list-style-type: none"><li>• SLR camera, studio, dark room.</li><li>• Thematic studies and series.</li></ul> Critical/Historical Study 30% <ul style="list-style-type: none"><li>• Technical/historical Knowledge</li><li>• The visual elements of photography</li><li>• Photographic genres (portraiture, landscape, photojournalism, etc)</li></ul>		Practical 70% <ul style="list-style-type: none"><li>• Digital Camera operations</li><li>• Thematic Studies and series.</li></ul> Critical/Historical Study 30% <ul style="list-style-type: none"><li>• Technical Knowledge</li><li>• The visual elements of digital imagery</li><li>• Various photographic genres (portraiture, landscape, photojournalism, etc)</li><li>• Computer generated and manipulated imagery and layout using Photoshop</li></ul>		Practical 70% <ul style="list-style-type: none"><li>• Using the camera (shooting techniques, in-camera editing etc)</li><li>• Basic digital editing techniques</li><li>• Steps in film Production (camera crew, the production team)</li><li>• Post production (logging footage, transitions, soundtracks etc)</li></ul> Critical/Historical Study 30% <ul style="list-style-type: none"><li>• Video and editing aesthetics</li><li>• Film genres</li><li>• Critical/technical analysis of movie footage</li></ul>	
Particular Course Requirements					
Subject contribution fee of \$60.00 - basic materials will be supplied for the making of the photographs, videos and printing computer generated imagery. Students may need to purchase additional materials such as a USB, photographic paper, video tapes and memory cards.					
Personal Qualities					
<ul style="list-style-type: none"><li>• Be prepared to work in groups and independently</li><li>• Take responsibility for expensive equipment</li><li>• Manage and organise time for major projects</li><li>• Be prepared to work out of school hours</li><li>• Be willing to share equipment without disputes (limited SLR, digital and video cameras available, limited enlargers in the darkroom).</li></ul>					



## SPORT, LIFESTYLE & RECREATION PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION FACULTY

ATAR	UNITS	COSTS
NO	2	NIL

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Students studying BDC PDHPE must not study CEC modules which duplicate PDHPE modules

### Course Description

Students will learn about the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts, and skills in planning to be active.

This course caters for a wide range of student needs. It can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of the course it may be possible for students to acquire recognized qualifications in these areas

It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.

The course features a highly practical focus; physical activity being both an area of study and a medium for learning.

### Main Topics Covered

Year 11 (Preliminary) Course	Year 12 (HSC) Course
<ul style="list-style-type: none"> <li>• Aquatics</li> <li>• Athletics</li> <li>• Dance</li> <li>• First Aid &amp; Sports Injuries</li> <li>• Outdoor Recreation</li> <li>• Healthy Lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Resistance Training</li> <li>• Games &amp; Sports Applications</li> <li>• Sports Administration</li> <li>• Sports Coaching &amp; Training</li> </ul>

### Particular Course Requirements

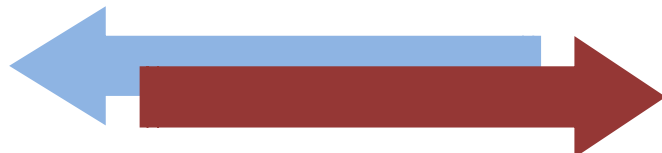
- Students must complete between 6 and 12 modules of the 15 modules on offer.

### Personal Qualities

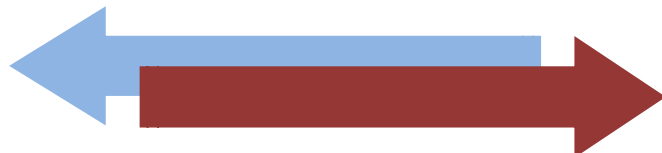
- Should be physically active
- Should have a desire to be physically fit
- Should have a desire to coach and/or train others

### Desirable Knowledge

- Students should have completed all PD, Health, PE and/or PASS units in Years 7-10 to a satisfactory standard.
- Students should be actively involved in sports activities both at school and in weekend sport.



VISUAL DESIGN		ATAR	UNITS	Prelim Cost	HSC Cost
CREATIVE & PERFORMING ARTS FACULTY		NO	2	\$50	\$50
2 units for each of Year 11 (Preliminary) and Year 12 (HSC)					
Board Developed Course					
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.					
Course Description					
This course provides students with the opportunities to explore the links between art and design, by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. Designed images and objects such as illustration, ceramics, jewellery, posters, publications, and packaging are explored.					
This course will allow students to:					
<ul style="list-style-type: none"><li>• increase visual awareness of their environment and the way visual representations can be created from this to communicate ideas and feelings</li><li>• develop an understanding of the methods visual designers use to build meanings</li><li>• develop skills through the acquisition of the techniques of visual design</li><li>• use visual design as a means of visual communications and a process to aid observation and analysis</li><li>• gain an understanding of careers involving visual design</li></ul>					
Please note that this is NOT a computer based course.					
Main Topics Covered					
Practical 70%:			Critical / Historical Study 30%		
This course will allow students to work in one or more modules:			Students will:		
Graphic Design:			<ul style="list-style-type: none"><li>• Interpret and explain design practices</li><li>• Investigate the roles and relationships among concepts of designer, work, world, audience and consumer</li></ul>		
<ul style="list-style-type: none"><li>• Publications and information</li><li>• Illustration and Cartooning</li></ul>					
Wearable Design			<ul style="list-style-type: none"><li>• Investigate works through different points of view</li><li>• Explore ways in which histories and narratives are used to explain fields of design</li></ul>		
<ul style="list-style-type: none"><li>• Jewellery and Accessories</li></ul>					
Product Design					
<ul style="list-style-type: none"><li>• Packaging and ceramics</li></ul>					
Particular Course Requirements					
<ul style="list-style-type: none"><li>• USB</li><li>• Uni-Ball Micro Deluxe Waterproof Black pen</li><li>• A subject materials contribution of \$50.00 per student.</li></ul>					
Personal Qualities					
<ul style="list-style-type: none"><li>• Prepared to work outside of school hours to complete required work</li><li>• Use own time to study information given in class time.</li><li>• Independent thinking and learning</li></ul>					
Desirable Knowledge					
Studying Visual Arts, Photography and Visual Design in Years 9 and 10 would be an advantage to help you achieve your personal best. however. prior knowledge is not a requirement.					



## WORK STUDIES

### HSIE FACULTY

ATAR

UNITS

COSTS

NO

2

NIL

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Exclusions: Nil

#### Course Description

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

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

The Work Studies course will assist students to:

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

#### Main Topics Covered

##### Year 11 (Preliminary) Course

**Core:** My working Life

##### Modules:

- Preparing Job Applications
- In the Workplace
- Workplace Communication

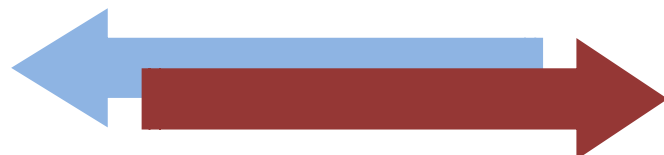
##### Year 12 (HSC) Course

##### Modules:

- Team Work and Enterprise Skills
- Personal Finance
- Managing Work and Life commitments
- Workplace Issues
- Self-Employment

#### Personal Qualities

- Willingness to do group work
- Enjoy planning for the future



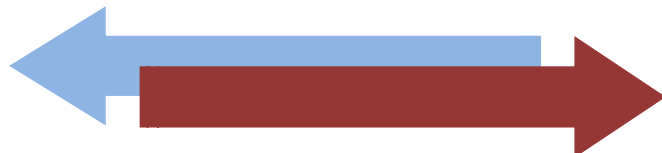
## Vocational Education & Training (VET) Courses

### Including Curriculum Framework Courses

HSC VET Board Developed Course Summary						
Subject	Offered at SCHS	Offered at TAFE	120 hour course	240 hour course	60 hour Extension (Board Endorsed) This option available at TAFE in some courses	ATAR Category (240 hour course ONLY)
Automotive (TVET)		✓	✓	✓	✓	B
Business Services	✓	✓	✓	✓	✓	B
Construction	✓	✓	✓	✓	✓	B
Electrotechnology (TVET)		✓	✓	✓	✓	B
Entertainment (TVET)		✓	✓	✓	✓	B
Financial Services (TVET)		✓	✓	✓	✓	B
Hospitality (F & B)	✓	✓	✓	✓	✓	B
Human Services (TVET)		✓	✓	✓	✓	B
Information Technology (TVET)		✓	✓	✓	✓	B
Metals & Engineering (TVET)		✓	✓	✓	✓	B
Primary Industries (TVET)		✓	✓	✓	✓	B
Retail Services	✓	✓	✓	✓	✓	B
Tourism (TVET)		✓	✓	✓	✓	B
Sports Coaching	✓	✓	✓	✓	✓	NON ATAR

- ▶ For inclusion of VET Framework Courses in the calculation of the ATAR **you must study the 240 hour course and sit the external examination in Year 12.**
- ▶ Only **one** Category B course will be counted in this calculation.
- ▶ The VET Framework 60 hour Extension Options are Board Endorsed and not included in the calculation of the ATAR.





## VOCATIONAL EDUCATION AND TRAINING PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222 Vocational Education and Training (VET) Courses

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

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

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

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

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

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific **mandatory work placement** or simulated workplace hours at school as specified by NESA.

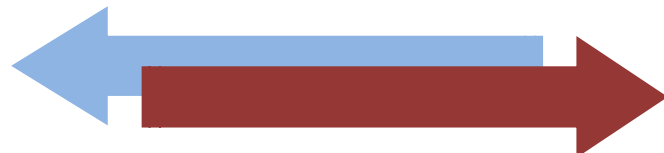
Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations and therefore do not count in the calculations of the ATAR. Some Board Endorsed VET Courses have mandatory industry specific work placement.

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

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

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

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



## BUSINESS SERVICES Curriculum Framework

### HSIE FACULTY

ATAR	UNITS	COSTS
YES – B	2	TBC

#### Why study Business Services?

The business services industry provides clerical and administrative support to commerce, industry, government and the professions. Skills gained in this industry transfer to other occupations.

#### Working in the business services industry involves:

- Customer (client) service
- Organising information and records in both paper and electronic forms
- Teamwork
- Using technologies
- Creating documents

#### Samples of occupations students can aim for in the business services industry:

- office manager
- payroll clerk/officer
- personal assistant
- personnel clerk
- project manager
- sales clerk/officer
- secretary
- manager/owner of a small business



#### How is the course delivered?

Students achieve competencies through practical and theoretical work undertaken. This includes work in a virtual enterprise on a fortnightly basis and practicing essential office related skills. Through this, students develop real world understanding of how to work in a business. It is expected students develop a mature, business like attitude and self-regulation needed to work in a business. All students complete two weeks (70 hours) of work placement in an office environment to link their studies to the real world.

#### Course description:

This course is based on units of competency, which have been developed by the national business services industry to describe the competencies, skills and knowledge required by workers in the industry. Students work towards being competent in each unit by demonstrating they can complete the required tasks and are not 'marked out of 100' like other subjects.

Qualifications available to students in the Business Services Curriculum Framework comprise units of competency drawn from the following skills areas: information technology, communication, enterprise and technology.

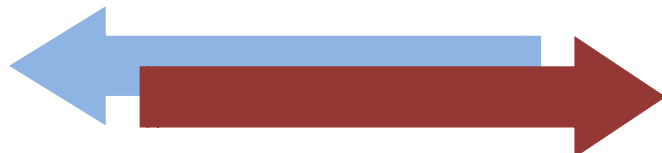
#### Possible credentials:

- Certificate II in Business Services
- Statement of Attainment towards a Certificate II in Business Services

#### Work placement is mandatory in this course

35 hours in Year 11 and  
35 hours in Year 12

Course: <b>Business Services</b> (240 indicative hours) Board Developed Course Number: <b>26101</b>		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>BSB20115 Certificate II in Business</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>BSB Business Services</b> Training Package (Release 5) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
<b>1 Core</b> BSBWHS201      Contribute to health and safety of self and others		TLIP2029      Prepare and process financial documents	
<b>11 Electives</b> BSBIND201      Work effectively in a business environment		BSBCMM201      Communicate in the workplace	
BSBINM201      Process and maintain workplace information		BSBITU211      Produce digital text documents	
BSBSUS201      Participate in environmentally sustainable work practices		BSBITU212      Create and use spreadsheets	
BSBWOR203      Work effectively with others		BSBWOR202      Organise and complete daily work activities	
BSBITU307      Develop keyboarding speed and accuracy		BSBWOR204      Use business technology	
		<b>Additional units required to attain an HSC credential in this course</b>	
		BSBINN201      Contribute to workplace innovation	
		BSBCUS201      Deliver a service to customers	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the business services industry involves:			
<ul style="list-style-type: none"><li>customer (client) service</li><li>organising information and records in both paper and electronic forms</li></ul>		<ul style="list-style-type: none"><li>teamwork</li><li>using technologies</li><li>creating documents</li></ul>	
<b>Examples of occupations in the Business Services Industry</b>			
<ul style="list-style-type: none"><li>administration assistant</li><li>clerical worker</li></ul>		<ul style="list-style-type: none"><li>office junior</li><li>receptionist</li></ul>	<ul style="list-style-type: none"><li>information desk operator</li><li>data entry operator</li></ul>
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b> To enrol in <b>BSB20115 Certificate II in Business</b> , students require the physical ability to touch type with speed and accuracy. This is an inherent skill requirement for the unit of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$TBC</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			



## CONSTRUCTION Curriculum Framework TAS – INDUSTRIAL ARTS FACULTY

ATAR	UNITS	PRELIM COSTS	HSC COSTS
YES – B	2	\$40	\$20

### Why study Construction?

Construction provides students with the opportunity to gain a range of skills suitable for employment in the construction industry and to provide pathways for further study.

### Working in the Construction industry involves:

- constructing buildings
- modifying buildings
- contracting
- designing buildings
- measuring materials and sites
- communicating with clients
- managing personnel and sites
- civil structures
- infrastructure



### Samples of occupations students can aim for in the Construction industry:

- building
- bricklaying
- carpentry
- concreting
- consulting
- contracting
- glazing
- joinery
- plastering
- roofing
- shop fitting
- sign writing
- steel reinforcing
- structural engineering

### How is the course delivered?

This course is based on units of competency, which have been developed by the construction industry to describe the competencies, skills and knowledge required by workers in the industry.

The course incorporates core units plus a range of elective units from the General Construction sector.

A mandatory Work Cover approved general Workplace Health & Safety (WHS) induction-training White card course must be completed before students are allowed onto a work site. The cost of this is approximately \$90 and is **in addition to the course fee**. This is both a competency and a requirement before students can complete mandatory work placement.

### Possible credentials:

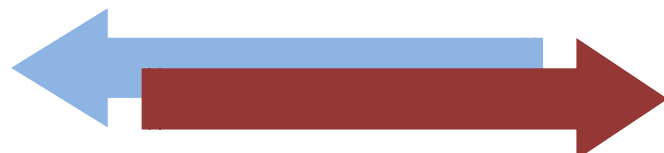
- Certificate II in Construction Pathways
- Statement of Attainment towards Certificate II in Construction Pathways.

### Work placement is mandatory in this course

35 hours in Year 11 and  
35 hours in Year 12

Course: <b>Construction</b> (240 indicative hours) Board Developed Course Number: <b>26201</b>		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>CPC20211 Certificate II in Construction Pathways</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>CPC08 Construction, Plumbing and Services</b> Training Package (Release 9.7) ( <a href="https://training.gov.au/Training/Details/CPC08">https://training.gov.au/Training/Details/CPC08</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
<b>6 Core</b> CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1012A Work effectively and sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1014A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications <b>6 Electives</b> CPCCCA2002B Use carpentry tools and equipment-Group B		<b>6 Electives (cont.)</b> CPCCCA2011A Handle carpentry materials-Group B CPCCCM2006B Apply basic levelling procedures-Group H CPCCCO2013A Carry out concreting to simple forms-Group H CPCCJN2001A Assemble components-Group F CPCCJN2002B Prepare for offsite manufacturing processes-Group F <b>Additional units required to attain an HSC credential in this course</b> CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground CPCCCM2005B Use construction tools and equipment <b>#CPCCWHS1001</b> Prepare to work safely in the construction industry	
#Successful completion CPCCWHS1001 Prepare to work safely in the construction industry will lead to a General Construction Induction Card (White Card) issued by SafeWork NSW. This is a legal requirement before entering a construction site across Australia.			
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the construction industry involves:			
▪ communication		▪ problem-solving	▪ teamwork
			▪ initiative and enterprise
Examples of occupations in the construction industry			
▪ Builder		▪ Shopfitter and joiner	▪ Bricklayer
<b>Mandatory course requirements to attain an HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b> To enrol in <b>CPC20211 Certificate II in Construction Pathways</b> , students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher. <b>Optional HSC examination for ATAR purposes</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$40 Preliminary Course; \$20 HSC Course</b> <b>WhiteCard will be delivered by an External Company TBA, approx \$100</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			





## HOSPITALITY Curriculum Framework TAS – HOME ECONOMICS FACULTY

ATAR	UNITS	PRELIM COSTS	HSC COSTS
YES – B	2	\$100	\$100

### Why study Hospitality?

Hospitality focuses on providing customer service in a range of jobs.

Skills learned can be transferred across a range of industries including the Hospitality, Travel and Tourism.

Workplaces for which Hospitality competencies are required include cafes, catering organisations and resorts.

### Working in the Hospitality industry involves:

- Supporting and working with colleagues to meet goals and provide a high level of customer service
- Developing menus, managing resources, preparing, cooking and serving a range of dishes
- Providing food and beverage service in a range of settings
- Providing housekeeping and front office services in hotels, motels, resorts and other hospitality establishments Planning and organising events and managing services.

### Samples of occupations students can aim for in the Hospitality industry:

- bar assistant
- bar manager
- chef
- conference manager
- events coordinator
- food & beverage manager
- housekeeper
- publicity and sales manager
- reservations clerk
- front office receptionist
- guest service coordinator
- hotel/motel manager
- manager/owner of a small business



### Course description:

This course is based on units of competency, which have been developed by the hospitality industry to describe the competencies, skills and knowledge required by workers in the industry. Students train in a simulated workplace Café which caters for teachers and senior students.

### Possible credentials:

- Certificate II in Hospitality
- Statement of Attainment towards Certificate II in Hospitality

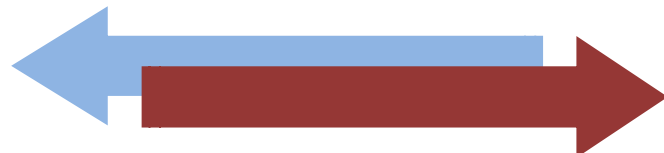
### Work placement is mandatory in this course

35 hours in Year 11 and

35 hours in Year 12



Course: <b>Hospitality</b> (240 indicative hours) Board Developed Course Number: <b>26511</b>		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>SIT 20316 Certificate II in Hospitality</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIT Tourism, Travel and Hospitality</b> Training Package (Release 1.2) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
<b>6 Core</b> SITXWHS001 Participate in safe work practices BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry  SITXCCS003 Interact with customers SITHIND003 Use hospitality skills effectively SITXCOM002 Show social and cultural sensitivity <b>6 Electives</b> SITXFSA001 Use hygienic practices for food safety Group A		SITHFAB005 Prepare and serve espresso coffee Group B SITHFAB007 Serve food and beverage Group B SITXFSA002 Participate in safe food handling practices Group B SITHFAB004 Prepare and serve non-alcoholic beverages Group B SITHCCC003 Prepare and present sandwiches Group B  <b>Additional units required to attain an HSC credential in this course</b> SITHCCC001 Use food preparation equipment Other SITXCOM001 Source and present information Group B BSBSUS201 Participate in environmentally sustainable work practices Group B	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
<ul style="list-style-type: none"><li>Supporting and working with colleagues to meet goals and provide a high level of customer service</li></ul>		<ul style="list-style-type: none"><li>Prepare for front of house service, manage resources, preparing and serving a range of food and beverages</li></ul>	
Examples of occupations in the Hospitality (Food and Beverage ) Industry			
<ul style="list-style-type: none"><li>Café Attendant</li></ul>		<ul style="list-style-type: none"><li>Food and Beverage Attendant</li><li>Barista</li></ul>	
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
<b>Admission Requirements</b> To enrol in <b>SIT 20316 Certificate II in Hospitality</b> , students should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$100 Preliminary Course; \$100 HSC Course</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			



## RETAIL SERVICES Curriculum Framework

### HSIE FACULTY

ATAR	UNITS	COSTS
YES – B	2	TBC

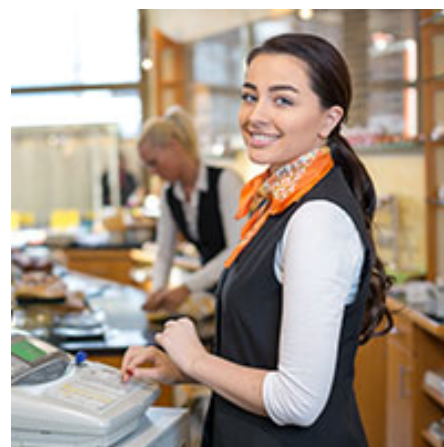
#### Why study Retail Services?

Retail Services focuses on providing service and customer care in the Retail service Industry. This course aims to provide students with the skills, knowledge and experience to effectively work within the Retail industry.

This course will significantly assist students with future pathways into the Retail workforce either as a part time job or a full time post school transition.

#### Working in the Retail industry involves:

- Work effectively in a team
- Engage the customer
- Sell to the retail customer
- Work in a service environment
- Produce visual merchandising
- Stock control
- Use of Point of Sale (POS) system



#### Samples of occupations students can aim for in the Retail industry:

- Buyer
- Customer service assistant
- Stock controller
- Sales person
- Visual merchandiser
- Merchandiser

#### Course description:

This course is based on units of competency, which have been developed by the retail industry to describe the competencies, skills and knowledge required by workers in the industry.

The course incorporates core units plus a range of elective units from the Retail sector.

#### Possible credentials:

- Certificate II in Retail Services
- Statement of Attainment towards Certificate II in Retail Services

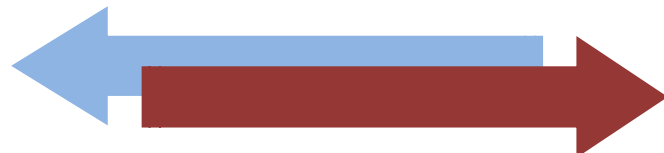
#### Work placement is mandatory in this course

35 hours in Year 11 and

35 hours in Year 12



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



## SPORTS COACHING

### PDHPE FACULTY

ATAR	UNITS	COSTS
NO	2	\$50

#### Why Study Sports Coaching?

This is a non-framework and non-ATAR qualification which reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instructions session for a sport.

The course is based on units of competency which have been developed for people wishing to enter the sport and recreation industry.

#### Main Topics Covered

- Develop and update knowledge of coaching practices
- Communicate effectively with others in a sport environment
- Assist in preparing and conducting sport and recreation sessions
- Follow work health and safety policies
- Provide first aid
- Sports injury



Plus potential electives in Athletics, Rugby League, Touch Football and Basketball.

#### Samples of occupations students can aim for in the Sport and Fitness industry:

- Sports Coach
- Fitness Coach
- Outdoor education / activities manager
- Sports development officer

#### Particular Course Requirements

Work placement is a mandatory part of this course and students will be required to undertake 35 hours of work placement over two years of the course which will be completed through coaching and assisting at various carnivals and sporting competitions.

There is NO external examination in this course and it does not contribute towards an ATAR

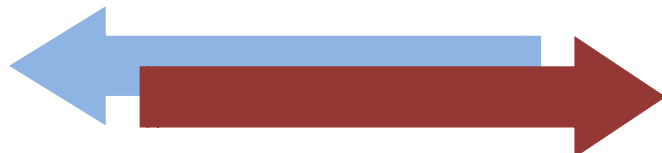
#### Possible credentials:

- Certificate II in Sports Coaching
- Statement of Attainment towards Certificate II in Sports Coaching

#### Work placement is mandatory in this course

35 hours in Year 11 and  
35 hours in Year 12

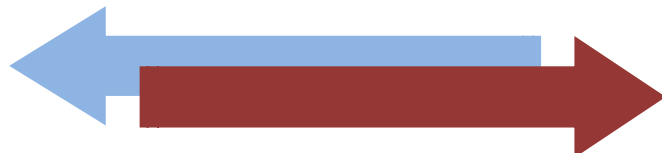
Course: <b>Sport Coaching</b> (240 indicative hours) Board Endorsed Course Number: <b>50418</b>		Total 4 of units of credit – Preliminary and/or HSC	
The <b>SIS30519 Certificate III in Sport Coaching</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIS Sport, Fitness and Recreation</b> Training Package (Release 4) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
6 Core BSBRK401 Identify risk and apply risk management processes HLTAID003 Provide first aid HLTWHS001 Participate in workplace health and safety SISSSCO002 Work in a community coaching role SISSSCO003 Meet participant coaching needs SISSSCO005 Continuously improve coaching skills and knowledge		Electives SISSSCO012 Coach sports participants up to an intermediate level SISXCAI009 Instruct strength and conditioning techniques SISSSO002 Continuously improve officiating skills and knowledge SISXDIS001 Facilitate inclusion for people with a disability SISXIND006 Conduct sport, fitness and recreation events	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the sport industry involves:			
<ul style="list-style-type: none"><li>assist coaching roles</li><li>application of sports and competition rules</li></ul>		<ul style="list-style-type: none"><li>teaching sports skills to an intermediate level</li><li>organising and completing daily tasks</li></ul>	
Examples of occupations in the Sport Industry			
<ul style="list-style-type: none"><li>sports trainer or coach</li><li>sports official</li></ul>	<ul style="list-style-type: none"><li>athletic support worker</li><li>administration officer</li></ul>	<ul style="list-style-type: none"><li>community coach</li></ul>	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 35 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in <b>SIS30519 Certificate III in Sport Coaching</b> , students will be required to work in teams and perform under supervision or independently in a sporting environment or school. Students must be aware that they will need to have the physical ability to participate in the practical skills required for the course, and play a variety of sports and be able to demonstrate sports skills to junior players. These are inherent skill requirements for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Course consumables: <b>\$50</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			



## ***Section 3***

# ***TAFE Delivered VET Courses 2021***





## What are TVET Courses?

### TVET courses

- are vocational courses studied at a TAFE College in Years 11 and 12 as part of your HSC
- count towards both your **HSC and a TAFE qualification**
- **may contribute to your ATAR**
- can give you a **nationally recognised qualification**
- allow you to gain **work related skills**
- may provide **advanced standing** for TAFE or further education
- are **designed for all students**
- are available in a **variety of industry areas**

## Do TVET courses count towards my ATAR?

**Industry Curriculum Framework** courses can contribute to your ATAR. You choose whether or not you want an ATAR. Industry Curriculum Framework courses are based on national training packages in Automotive, Business services, Construction, Electrotechnology, Financial Services – Accounting, Financial Services – Administration, Hospitality, Human Services, Information Technology, Metal & Engineering, Primary Industries, Retail, and Tourism.

These courses studied at TAFE are exactly the same as the Framework courses you can choose to take at school. This means that you cannot take the same course twice, For example, *you cannot do Business Services at school and at TAFE.*

### Non-Framework Courses

All other Non-Framework Courses contribute to your HSC but **do not count towards an ATAR.**

**Students need to complete an application for TVET courses.**

**Application forms can be obtained from Miss Bennet and will need to be completed, signed and returned ASAP so that they can be submitted to TAFE early.**

**Students can apply for two courses, but will only be offered one course. Students will need to therefore place these courses in order of preference.**

**Expression of Interest forms and submissions are being taken now.**

**Please note:** Courses are subject to change and cancellation up to the enrolment date in February 2021. Some classes are very competitive to gain entry into. **Prompt returning of application forms and meeting of other criteria is crucial to increasing your chances of being offered a place in these courses.**

See Miss Bennet, Careers Advisor for advice.





# TAFE<sup>NSW</sup>

## TVET COURSE LIST 2021

WESTERN SYDNEY



Bankstown
Blacktown
Campbelltown
Castle Hill
Granville
Katoomba
Kingswood
Lidcombe
Liverpool
Macquarie Fields
MBISC (Ingleburn)
Miller
Mount Druitt
Nirimba
Padstow
Richmond
SBD - Cambridge Park High School
SBD - Glenmore Park High School
SBD - Jamison High School
Wentworth Falls
Wetherill Park

SBD = School Based Delivery

### INDUSTRY CURRICULUM FRAMEWORK

NESA Course Code - NESA Course Qualification Code - Qualification Title	Delivery Pattern	ATAR	LOCATION															
26010 - Automotive (Mechanical Technology) Leads to partial completion of AUR20716 - Certificate II in Automotive Vocational Preparation	2u x 1y	×			■													■
26011 - Automotive (Mechanical Technology) AUR20716 - Certificate II in Automotive Vocational Preparation	2u x 2y	✓			■								■					■
26012 - Automotive (Mechanical Technology) AUR20716 - Certificate II in Automotive Vocational Preparation	4u x 1y	✓			■													
26010 - Automotive (Vehicle Body) - Access Vehicle Detailing Leads to partial completion of AUR20716 - Certificate II in Automotive Vocational Preparation	2u x 1y	×			■								■					
26011 - Automotive (Vehicle Body) - Body Repair Technology AUR20716 - Certificate II in Automotive Vocational Preparation	2u x 2y	✓			■								■					
26100 - Business Services (Certificate II Business) Leads to partial completion of BSB20115 - Certificate II in Business	2u x 1y	×			■													
26101 - Business Services (Certificate III Business Administration) - Plus specialisation Leads to partial completion of BSB30415 - Certificate III in Business Administration	2u x 2y	✓			■													
26200 - Construction Leads to partial completion of CPC20112 - Certificate II in Construction	2u x 1y	×									■			■				
26200 - Construction - Access Leads to partial completion of CPC20112 - Certificate II in Construction	2u x 1y	×										■						
26201 - Construction CPC20211 - Certificate II in Construction Pathways	2u x 2y	✓									■	■		■				
26202 - Construction CPC20112 - Certificate II in Construction	4u x 1y	✓									■							
26300 - Electrotechnology Leads to partial completion of UEE22011 - Certificate II in Electrotechnology (Career Start)	2u x 1y	×					■											
26301 - Electrotechnology UEE22011 - Certificate II in Electrotechnology (Career Start)	2u x 2y	✓					■						■					

**TAFENSW.EDU.AU/AMBITION** CONTACT YOUR SCHOOL CAREER ADVISOR, OR VET COORDINATOR TO DISCUSS YOUR TVET OPTIONS.

NOTE: The units of competence that will be delivered as part of this course option will be listed on the EVET Offer provided to you by your school as part of the EVET course acceptance process. Partial completion comprises a range of Units of Competence from the qualification identified; these may contribute to completion of the full qualification or to other Nationally Recognised Training. Delivery Pattern indicates the contribution of this course option to the HSC pattern of study, e.g. 2u x 2y is a course that provides 2 HSC units per year for 2 years. Information is correct at the time of publication (May 2020) and is subject to change. RTO Code: 90003 | CRICOS Provider Code: 00591E



Bankstown
Blacktown
Campbelltown
Castle Hill
Granville
Katoomba
Kingswood
Lidcombe
Liverpool
Macquarie Fields
MBISC (Ingleburn)
Miller
Mount Druitt
Nirimba
Padstow
Richmond
SBD - Cambridge Park High School
SBD - Glenmore Park High School
SBD - Jamison High School
Wentworth Falls
Wetherill Park

SBD = School Based Delivery

## INDUSTRY CURRICULUM FRAMEWORK

NESA Course Code - NESA Course Qualification Code - Qualification Title	Delivery Pattern	ATAR	LOCATION																	
27101 - Human Services (Allied Health) HLT33015 - Certificate III in Allied Health Assistance	2u x 2y	✓							■											
27101+27102 - Human Services (Individual Support (Ageing) 360hr course) CHC33015 - Certificate III in Individual Support (Ageing)	2u x 2y + 2u	✓									■								■	
27101+27113 - Human Services (Nursing 300hr course) HLT33115 - Certificate III in Health Services Assistance (Assisting in nursing work in acute care)	2u x 2y + 1u	✓				■			■											
27301 - Information and Digital Technology (Networking and Hardware) Leads to partial completion of ICT30118 - Certificate III in Information, Digital Media and Technology	2u x 2y	✓		■	■															
26814 - Primary Industries - Specialisation (Horticulture) AHC20416 - Certificate II in Horticulture	2u x 1y	✗														■				
26811 - Primary Industries (Agriculture) - Jillaroo and Jackaroo AHC20116 - Certificate II in Agriculture	2u x 2y	✓															■			
26814 - Primary Industries - Specialisation (Horticulture) AHC20416 - Certificate II in Horticulture	2u x 1y	✗																■	■	
26814 - Primary Industries - Specialisation (Horticulture) - Access AHC20416 - Certificate II in Horticulture	2u x 1y	✗															■			
27410 - Tourism, Travel and Events (Events) Leads to partial completion of SIT30516 - Certificate III in Events	2u x 1y	✗			■															
27411 - Tourism, Travel and Events (Events) SIT30516 - Certificate III in Events	2u x 2y	✓			■															
27410 - Tourism, Travel and Events (Tourism) Leads to partial completion of SIT30116 - Certificate III in Tourism	2u x 1y	✗			■															
27411 - Tourism, Travel and Events (Tourism) SIT30116 - Certificate III in Tourism	2u x 2y	✓			■															

**TAFENSW.EDU.AU/AMBITION** CONTACT YOUR SCHOOL CAREER ADVISOR, OR VET COORDINATOR TO DISCUSS YOUR TVET OPTIONS.

NOTE: The units of competence that will be delivered as part of this course option will be listed on the EVET Offer provided to you by your school as part of the EVET course acceptance process. Partial completion comprises a range of Units of Competence from the qualification identified; these may contribute to completion of the full qualification or to other Nationally Recognised Training. Delivery Pattern indicates the contribution of this course option to the HSC pattern of study, e.g. 2u x 2y is a course that provides 2 HSC units per year for 2 years. Information is correct at the time of publication (May 2020) and is subject to change. RTO Code: 90003 | CRICOS Provider Code: 00591E



## AUTOMOTIVE



AUR20716 Certificate II in Automotive Vocational Preparation

### STREAM FOCUS AREAS

Mechanical technology, Vehicle body.

### COURSE DESCRIPTION

You can gain a range of skills suitable for employment in the automotive industry. Our courses will provide you with the skills and knowledge needed to perform minor service and preparatory work, in the light or heavy vehicle mechanical area of the automotive industry, or in the auto body repair industry.

### WHAT'S NEXT

AUR30316 Certificate III in Automotive Electrical Technology  
AUR32116 Certificate III in Automotive Body Repair Technology  
AUR31116 Certificate III in Heavy Commercial Vehicle Mechanical Technology  
AUR30616 Certificate III in Light Vehicle Mechanical Technology  
AUR30816 Certificate III in Motorcycle Mechanical Technology  
AUR30416 Certificate III in Agricultural Mechanical Technology  
AUR30516 Certificate III in Marine Mechanical Technology

### POTENTIAL CAREER OUTCOMES

Trades assistant, vehicle service assistant, automotive service assistant, trainee service person, vehicle body repair assistant, vehicle detailer, refinishing assistant and trim assistant, automotive trainee and/or automotive apprentice.

## BUSINESS SERVICES



BSB20115 Certificate II in Business

BSB30115 Certificate III in Business

BSB30415 Certificate III in Business Administration

### COURSE DESCRIPTION

You will acquire a range of business, technology, interpersonal, and organisational skills for employment in clerical and administrative positions.

### WHAT'S NEXT

BSB30915 Certificate III in Business Administration (Education)  
BSB31015 Certificate III in Business Administration (Legal)  
BSB31115 Certificate III in Business Administration (Medical)  
BSB40215 Certificate IV in Business  
BSB40515 Certificate IV in Business Administration  
BSB50215 Diploma of Business  
BSB50415 Diploma of Business Administration  
BSB60215 Advanced Diploma of Business  
HE20514 Bachelor of Business

### POTENTIAL CAREER OUTCOMES

Office administrator, administration or office assistant, receptionist, personal assistant.

## TAFE Delivered VET Courses 2021 Board Developed Courses Category B

## ELECTROTECHNOLOGY



UEE22011 Certificate II in Electrotechnology (Career Start)

UEE20511 Certificate II in Computer Assembly and Repair

### COURSE DESCRIPTION

These hands-on courses will give you a practical introduction to the construction industry, showcasing the broad range of potential career outcomes available.

### WHAT'S NEXT

UEE30811 Certificate III in Electrotechnology Electrician  
UEE32211 Certificate III in Air conditioning and Refrigeration  
UEE33011 Certificate III in Electrical Fitting  
AUR30316 Certificate III in Automotive Electrical Technology  
UEE50411 Diploma of Electrical Engineering

### POTENTIAL CAREER OUTCOMES

Employment in a range of roles throughout the air conditioning, refrigeration, and electrical fitting industries.

## ENTERTAINMENT INDUSTRY



CUA30415 Certificate III in Live Production and Services

### COURSE DESCRIPTION

Learn the various aspects of production, live performances, and events, including audio, costume, front of house, lighting, makeup, props, scenic art, sets, staging, and vision systems.

### WHAT'S NEXT

CUA50415 Diploma of Live Production and Technical Services

### POTENTIAL CAREER OUTCOMES

Employment in the screen, media, entertainment, events, and creative arts industries.

## FINANCIAL SERVICES



FNS30317 Certificate III in Accounts Administration

### COURSE DESCRIPTION

You will learn about entry level industry activities, such as accounts payable, accounts receivable, payroll, cashier functions, preparation of trial balances, bookkeeping, e-business, purchases and sales, manual and computerised systems, and the preparation of basic financial reports.

### WHAT'S NEXT

FNS40217 Certificate IV in Accounting and Bookkeeping  
FNS50217 Diploma of Accounting  
FNS60217 Advanced Diploma of Accounting  
HE20532 Bachelor of Applied Commerce majoring in Accounting

### POTENTIAL CAREER OUTCOMES

Employment in accounts receivable, accounts payable, and computer based bookkeeping roles.



## HUMAN SERVICES



HLT33015 Certificate III in Allied Health Assistance  
HLT33115 Certificate III in Health Service Assistance  
(Assisting in nursing work in acute care)  
CHC33015 Certificate III in Individual Support (ageing)

### STREAM FOCUS AREAS

Allied health assistance. Nursing assistance in acute care. Ageing, independence, and wellbeing.

### COURSE DESCRIPTION

These courses provide you with an introduction to the essential skills and knowledge needed to undertake a range of tasks required for roles within the allied health and assistance industries.

### PLEASE NOTE

- This TVET course is highly competitive and places are limited. Selection processes may include an assessment and/or an interview.
- Talk to your school careers advisor about your options and the courses that may provide you with a pathway to further study.
- All qualifications provide a pathway to nursing, including credit toward Certificate IV and Diploma courses listed below.

### WHAT'S NEXT

HLT43015 Certificate IV in Allied Health Assistance  
CHC43015 Certificate IV in Ageing Support  
CHC43415 Certificate IV in Leisure and Health  
HLT54115 Diploma of Nursing

### POTENTIAL CAREER OUTCOMES

Working in allied health services (e.g. physiotherapy), nursing, or aged care.

## INFORMATION & DIGITAL TECHNOLOGY



ICT30118 Certificate III in Information, Digital Media and Technology

### STREAM FOCUS AREAS

Web and software applications. Networking and hardware. Digital animation.

### COURSE DESCRIPTION

This course provides a foundation in the skills and knowledge needed to use information technology throughout any industry.

### WHAT'S NEXT

ICT40418 Certificate IV in IT Networking  
ICT40815 Certificate IV in Digital Media Technologies  
ICT40118 Certificate IV in Information Technology  
ICT40518 Certificate IV in Programming  
ICT40315 Certificate IV in Web-Based Technologies  
ICT40815 Certificate IV in Digital Media Technologies  
ICT40915 Certificate in Digital and Interactive Games  
ICT50118 Diploma of Information Technology  
ICT50915 Diploma of Digital Media Technologies  
ICT50418 Diploma of Information Technology Networking  
HE20524 Bachelor of Information Technology (Network Security)  
HE20525 Bachelor of Information Technology (Data Infrastructure Engineering)  
HE20520 Bachelor of 3D Art And Animation

### POTENTIAL CAREER OUTCOMES

Technical support, network administration, web technologies, software applications, digital media technologies.

## PRIMARY INDUSTRIES



AHC20116 Certificate II in Agriculture  
AHC20416 Certificate II Horticulture  
AHC21016 Certificate II in Conservation and Land Management  
AHC21216 Certificate II in Rural Operations  
AHC30116 Certificate III in Agriculture

### STREAM FOCUS AREAS

Livestock health and welfare. Plant pests, diseases, and disorders.

### COURSE DESCRIPTION

You can choose from a range of course pathways that provide real world work experience sought after by employers, within specific primary industries.

### WHAT'S NEXT

AHC30116 Certificate III in Agriculture  
AHC32416 Certificate III in Irrigation  
AHC30716 Certificate III in Horticulture  
AHC30916 Certificate III in Landscape Construction  
AHC31016 Certificate III in Parks and Gardens  
AHC31116 Certificate III in Production Nursery  
AHC31416 Certificate III in Conservation and Land Management  
AHC40116 Certificate IV in Agriculture  
AHC41616 Certificate IV in Organic Farming  
AHC42116 Certificate IV in Permaculture  
AHC50116 Diploma of Agriculture  
AHC50616 Diploma of Landscape Design

### POTENTIAL CAREER OUTCOMES

Depending on the speciality chosen, potential career outcomes can include dairy farm worker, farm worker, assistant greenskeeper, or horticultural assistant.

## TOURISM, TRAVEL, & EVENTS



SIT30216 Certificate III in Travel  
SIT30116 Certificate III in Tourism  
SIT30516 Certificate III in Events

### COURSE DESCRIPTION

Gain skills for employment in a range of roles in the tourism and events industries. Learn how to provide great customer service, top tourism advice, and how to communicate that advice to customers from diverse backgrounds.

### WHAT'S NEXT

SIT30216 Certificate III in Travel  
SIT30316 Certificate III in Guiding  
SIT40116 Certificate IV in Travel and Tourism  
SIT50116 Diploma of Travel and Tourism Management  
SIT50316 Diploma of Event Management  
SIT60116 Advanced Diploma of Travel and Tourism Management

### POTENTIAL CAREER OUTCOMES

Events coordinator, conference assistant, tourism consultant, reservations clerk, group tour coordinator, sales officer, tour guide, museum guide, conference organiser, events manager.

## BOARD ENDORSED COURSES

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

Please note that courses and their availabilities are subject to change. Contact your local TVET office to ensure your chosen course is running at the desired location.

SBD = School Based Delivery

Bankstown
Blacktown
Campbelltown
Castle Hill
Granville
Katoomba
Kingswood
Lidcombe
Liverpool
Macquarie Fields
MBISC (Ingleburn)
Miller
Mount Druitt
Nirimba
Padstow
Richmond
SBD - Cambridge Park High School
SBD - Glenmore Park High School
SBD - Jamison High School
Wentworth Falls
Wetherill Park

BOARD ENDORSED COURSES		LOCATION																		
NESA Course Code - NESA Course Qualification Code - Qualification Title	Delivery Pattern																			
58160 - Animal Studies (Certificate II) Leads to partial completion of ACM20117 - Certificate II in Animal Studies	2u x 1y																■			
58161 - Animal Studies (Certificate II) ACM20117 - Certificate II in Animal Studies	2u x 2y																■			
41018 - Applied Fashion Design and Technology Leads to partial completion of MST20616 - Certificate II in Applied Fashion Design and Technology	2u x 1y								■											
59403 - Baking - Access Leads to partial completion of FBP20217 - Certificate II in Baking	2u x 1y			■				■												
59403 - Baking Leads to partial completion of FBP20217 - Certificate II in Baking	2u x 1y			■				■												
43883 - Beauty Services (Make-Up) Leads to partial completion of SHB30215 - Certificate III in Make-Up	2u x 2y						■						■							
58256 - Community Services - Child Studies CHC32015 - Certificate III in Community Services	2u x 2y			■																
58257 - Community Services - Child Studies CHC32015 - Certificate III in Community Services	4u x 1y			■																
58255 - Community Services - Introduction - Child Studies CHC22015 - Certificate II in Community Services	3u x 1y												■			■				
43747 - Design Fundamentals - Interior Design Leads to partial completion of CUA30715 - Certificate III in Design Fundamentals	2u x 1y								■											
43747 - Design Fundamentals (Graphics) Leads to partial completion of CUA30715 - Certificate III in Design Fundamentals	2u x 1y			■															■	
43748 - Design Fundamentals (Graphics) CUA30715 - Certificate III in Design Fundamentals	2u x 2y			■				■												
41824 - Early Childhood Education and Care Leads to partial completion of CHC30113 - Certificate III in Early Childhood Education and Care	2u x 2y														■					
41804 - Fitness Leads to partial completion of SIS30315 - Certificate III in Fitness	2u x 2y							■			■									

**TAFENSW.EDU.AU/AMBITION** CONTACT YOUR SCHOOL CAREER ADVISOR, OR VET COORDINATOR TO DISCUSS YOUR TVET OPTIONS.

NOTE: The units of competence that will be delivered as part of this course option will be listed on the EVET Offer provided to you by your school as part of the EVET course acceptance process. Partial completion comprises a range of Units of Competence from the qualification identified; these may contribute to completion of the full qualification or to other Nationally Recognised Training. Delivery Pattern indicates the contribution of this course option to the HSC pattern of study, e.g. 2u x 2y is a course that provides 2 HSC units per year for 2 years. Information is correct at the time of publication (May 2020) and is subject to change. RT0 Code: 90003 | CRICOS Provider Code: 00591E



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Katoomba
Kingswood
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MBISC (Ingleburn)
Miller
Mount Druitt
Nirimba
Padstow
Richmond
SBD - Cambridge Park High School
SBD - Glenmore Park High School
SBD - Jamison High School
Wentworth Falls
Wetherill Park

## BOARD ENDORSED COURSES

NESA Course Code - NESA Course Qualification Code - Qualification Title	Delivery Pattern	LOCATION																			
		Bankstown	Blacktown	Campbelltown	Castle Hill	Granville	Katoomba	Kingswood	Lidcombe	Liverpool	Macquarie Fields	MBISC (Ingleburn)	Miller	Mount Druitt	Nirimba	Padstow	Richmond	SBD - Cambridge Park High School	SBD - Glenmore Park High School	SBD - Jamison High School	Wentworth Falls
54610 - Floristry Leads to partial completion of SFL20115 - Certificate II in Floristry (Assistant)	2u x 1y			■																	
43900 - Hair or Beauty Services (Make Up) Leads to partial completion of SHB30215 - Certificate III in Make-Up	2u x 1y	■				■	■	■		■				■							■
43900 - Hair or Beauty Services (Make Up) - Access Leads to partial completion of SHB30215 - Certificate III in Make-Up	2u x 1y									■				■							
43519 - Landscape Construction Leads to partial completion of AHC30916 - Certificate III in Landscape Construction	2u x 2y																■				
65169 - Music Industry CUA30915 - Certificate III in Music Industry	2u x 2y														■						
43441 - Outdoor Recreation - Includes camp SIS20419 - Certificate II in Outdoor Recreation	3u x 1y																			■	
52205 - Plumbing - Introduction Leads to partial completion of CPC20712 - Certificate II in Drainage	2u x 2y					■								■							
58085 - Real Estate Practice Leads to partial completion of CPP31519 - Certificate III in Real Estate Practice	2u x 1y					■		■													
59882 - Retail - Access Leads to partial completion of SIR20216 - Certificate II in Retail Services	2u x 1y	■	■	■										■							
59882 - Retail Leads to partial completion of SIR20216 - Certificate II in Retail Services	2u x 1y													■							
65238 - Salon Assistant SHB20216 - Certificate II in Salon Assistant	3u x 1y					■		■		■				■							
59854 - Screen and Media Leads to partial completion of CUA31015 - Certificate III in Screen and Media	2u x 1y		■					■					■								
59854 - Screen and Media (Animation) - Access Leads to partial completion of CUA31015 - Certificate III in Screen and Media	2u x 1y			■										■							
59855 - Screen and Media (Animation) CUA31015 - Certificate III in Screen and Media	2u x 2y			■										■							

**TAFENSW.EDU.AU/AMBITION** CONTACT YOUR SCHOOL CAREER ADVISOR, OR VET COORDINATOR TO DISCUSS YOUR TVET OPTIONS.

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Miller
Mount Druitt
Nirimba
Padstow
Richmond
SBD - Cambridge Park High School
SBD - Glenmore Park High School
SBD - Jamison High School
Wentworth Falls
Wetherill Park

## BOARD ENDORSED COURSES

NESA Course Code - NESA Course Qualification Code - Qualification Title	Delivery Pattern	LOCATION															
50406 - Sport and Recreation (Facilities Assistant) SIS20116 - Certificate II in Sport and Recreation	3u x 1y						■										
43762 - Visual Arts and Contemporary Craft - Certificate III - Digital Photography Leads to partial completion of CUA31115 - Certificate III in Visual Arts	2u x 1y						■										
43762 - Visual Arts and Contemporary Craft - Certificate III - Painting and Drawing Leads to partial completion of CUA31115 - Certificate III in Visual Arts	2u x 1y						■										
65508 - Warehousing Operations - Access Leads to partial completion of TLI21616 - Certificate II in Warehousing Operations	2u x 1y																■

## STAGE 5 COURSES

NESA Course Code - NESA Course Qualification Code - Qualification Course	Delivery	LOCATION															
89483 - Automotive - Stage 5 AUR10116 - Certificate I in Automotive Vocational Preparation	100 hour			■									■				
84450 - Business Services - Stage 5 BSB10116 - Certificate I in Business	100 hour								■								
89486 - Hospitality - Stage 5 SIT10216 - Certificate I in Hospitality	100 hour			■			■										

Please note that courses and their availabilities are subject to change.

## FOR MORE INFORMATION

**Email:** [westernsydneyhelpschools@tafensw.edu.au](mailto:westernsydneyhelpschools@tafensw.edu.au)

**Visit:** Your school Career Advisor or VET Coordinator

**TAFENSW.EDU.AU/AMBITION** CONTACT YOUR SCHOOL CAREER ADVISOR, OR VET COORDINATOR TO DISCUSS YOUR TVET OPTIONS.

NOTE: The units of competence that will be delivered as part of this course option will be listed on the EVET Offer provided to you by your school as part of the EVET course acceptance process. Partial completion comprises a range of Units of Competence from the qualification identified; these may contribute to completion of the full qualification or to other Nationally Recognised Training. Delivery Pattern indicates the contribution of this course option to the HSC pattern of study, e.g. 2u x 2y is a course that provides 2 HSC units per year for 2 years. Information is correct at the time of publication (May 2020) and is subject to change. RTO Code: 90003 | CRICOS Provider Code: 00591E



## COMMUNITY SERVICES



CHC22015 Certificate II in Community Services  
CHC32015 Certificate III in Community Services

### COURSE DESCRIPTION

You will learn the skills to work with a diverse range of people, in roles that incorporate disabilities, aged care, youth work, and the children's services sectors.

### WHAT'S NEXT

CHC33015 Certificate III in Individual Support  
CHC42015 Certificate IV in Community Services  
CHC43115 Certificate IV in Disability  
CHC52015 Diploma of Community Services (Case Management)  
HE20528 Bachelor of Community Services

### POTENTIAL CAREER OUTCOMES

The community services sector is experiencing rapid growth and there is a high demand for skilled workers across all disciplines, particularly in regional areas. Careers include roles in mental health, social work, disabilities, and community care.

## FURNITURE MAKING



MSF20313 CERTIFICATE II IN FURNITURE MAKING

### COURSE DESCRIPTION

You will learn the skills needed to create and install freestanding furniture pieces or built in cabinets, including how to use hand and power tools, assemble furnishing components, select and apply hardware, apply sheet laminates, construct furniture, and prepare cabinet installation.

### WHAT'S NEXT

MSF30113 Certificate III in Furniture Finishing  
MSF30213 Certificate III in Furniture Making  
MSF31113 Certificate III in Cabinet Making

### POTENTIAL CAREER OUTCOMES

By successfully completing these courses, you could undertake a traineeship, apprenticeship, or entry level role within the cabinet making or furniture making industries.

## TAFE Delivered VET Courses 2021 Board Endorsed Courses

### ANIMAL STUDIES



ACM20117 Certificate II in Animal Studies  
ACM30117 Certificate III in Animal Studies

### COURSE DESCRIPTION

These courses will give you a fantastic entry point into the animal care industry. You will develop the skills and knowledge required for the care and maintenance of animals, including handling, feeding, grooming, health and hygiene practices.

### WHAT'S NEXT

ACM30317 Certificate III in Captive Animals  
ACM30417 Certificate III in Companion Animal Services  
ACM30617 Certificate III in Pet Grooming  
ACM30817 Certificate III in Performance Horse  
ACM40418 Certificate IV in Veterinary Nursing

### POTENTIAL CAREER OUTCOMES

Animal care attendant, animal shelter attendant, kennel hand, cattery attendant, pet shop attendant, assistant dog groomer, zookeeper, veterinary nurse.

## EARLY CHILDHOOD EDUCATION & CARE



CHC30113 Certificate III in Early Childhood Education and Care

### COURSE DESCRIPTION

This course will give you the skills to begin a career in children's services, working with young children and assisting with their educational development. You will build skills in planning, implementing, and managing programs for use in early childhood education and care settings, that are in accordance with licensing, accreditation, and duty of care requirements. This course will give you the opportunity to complete the full Certificate III in Early Childhood Education and Care as part of your HSC.

### WHAT'S NEXT

CHC40113 Certificate IV in School Age Education and Care  
CHC50113 Diploma of Early Childhood Education and Care  
CHC50213 Diploma of School Age Education and Care  
CHC50313 Diploma of Child, Youth and Family Intervention  
HE20510 Bachelor of Early Childhood Education and Care (Birth-5)

### POTENTIAL CAREER OUTCOMES

Early childhood educator in a regulated early childhood service i.e. preschool, long day care, or family day care.

## DESIGN FUNDAMENTALS



CUA30715 Certificate III in Design Fundamentals

### COURSE DESCRIPTION

This course is for students interested in learning the fundamental principles and skills of design. You can choose from courses in areas like 3D animation and visual effects, digital and graphic design, production design, drawing and illustration, and interior design.

Some campuses offer a focus on fashion, graphic design, interior design, or jewellery design, while other locations offer more general skills, applicable to a range of design specialisations.

### WHAT'S NEXT

CPC30216 Certificate III in Signs and Graphics  
CUA40715 Certificate IV in Design  
ICT50215 Diploma of Digital and Interactive Games  
MSF50218 Diploma of Interior Design  
CUA50715 Diploma of Graphic Design  
HE20533 Diploma of Creative Practice  
MSF60118 Advanced Diploma of Interior Design  
HE20520 Bachelor of 3D Art and Animation  
HE20501 Bachelor of Design (Interior Design)  
HE20506 Bachelor of Fashion Design  
HE20534 Bachelor of Creative Practice

### POTENTIAL CAREER OUTCOMES

Employment in a wide range of design industry areas.



## FITNESS



SIS30315 Certificate III in Fitness

### COURSE DESCRIPTION

You will learn about the underlying science behind sport and exercise, anatomical and physiological principles, as well as how to plan, deliver, and monitor exercise programs, and how to make healthy eating recommendations.

### WHAT'S NEXT

SIS30315 Certificate III in Fitness

SIS40215 Certificate IV in Fitness

SIS50215 Diploma of Fitness (Management)

SIS50115 Diploma of Sport and Recreation Management

SIS50319 Diploma of Sport

### POTENTIAL CAREER OUTCOMES

Gym instructor, personal trainer, facility manager for a wide variety of fitness settings such as sports and recreation centres, gymnasiums, and health clubs.

## ENGINEERING



MEM10119 Certificate I in Engineering

MEM20413 Certificate II in Engineering Pathways

### COURSE DESCRIPTION

This course introduces you to the essential skills and knowledge needed to complete a range of engineering and manufacturing tasks, in an engineering related workplace. Throughout these courses, you will develop skills like welding and machining, as well as learning to use engineering tools and equipment, to produce or modify objects.

### WHAT'S NEXT

MEM30219 Certificate III in Engineering - Mechanical Trade

MEM30319 Certificate III in Engineering - Fabrication Trade

MEM40119 Certificate IV in Engineering

MEM50212 Diploma of Engineering - Technical

### POTENTIAL CAREER OUTCOMES

By successfully completing these courses, you could undertake a traineeship, apprenticeship, or entry level role within the light fabrication, heavy fabrication, or fitting and machinery industries.

## INFORMATION & DIGITAL SKILLS



ICT20115 Certificate II in Information, Digital Media and Technology

### COURSE DESCRIPTION

This course puts an emphasis on developing an understanding of digital media content, including image and sound manipulation, animation, and interface interactivity. Students will explore the design and construction possibilities across a range of media content, and build fundamental skills and knowledge in multimedia, as well as the information and communications technology used throughout a variety of industries.

### WHAT'S NEXT

ICT30118 Certificate III in Information, Digital Media and Technology

CUA41215 Certificate IV in Screen and Media

ICT40815 Certificate IV in Digital Media Technologies

### POTENTIAL CAREER OUTCOMES

Assistant to a multimedia designer or digital media developer.

## FLORISTRY



SFL20115 Certificate II in Floristry (Assistant)

### COURSE DESCRIPTION

This course will train you to produce a range of floral products and displays, as well as show you how to care for floristry stock and indoor plants, and how to provide top class customer service.

### WHAT'S NEXT

SFL30115 Certificate III in Floristry

SFL40115 Certificate IV in Floristry

### POTENTIAL CAREER OUTCOMES

Floristry assistant

## FASHION DESIGN



MST20616 Certificate II in Applied Fashion Design and Technology

### COURSE DESCRIPTION

This course provides you with an introduction into the fashion industry, and can lead you towards a number of exciting job opportunities; from designing a line for a runway show, to creating dynamic displays as a visual merchandiser in a retail setting.

### WHAT'S NEXT

MST30819 Certificate III in Applied Fashion Design and Technology

MST50119 Diploma of Applied Fashion Design and Merchandising

HE20506 Bachelor of Fashion Design

### POTENTIAL CAREER OUTCOMES

Fashion design pattern maker, garment production assistant.

# MUSIC INDUSTRY

SBAT

BEC

CUA20615 Certificate II in Music

CUA30915 Certificate III in Music Industry

## COURSE DESCRIPTION

This course will give you a broad understanding of the music industry, as well as the basic skills and knowledge required for entry level employment.

## WHAT'S NEXT

CUA30915 Certificate III in Music Industry

CUA40915 Certificate IV in Music Industry

CUA50815 Diploma of Music Industry

CUA60515 Advanced Diploma of Music Industry

## POTENTIAL CAREER OUTCOMES

Musician or entry level sound production technician.



# REAL ESTATE PRACTICE & PROPERTY

SBAT

BEC

CPP31519 Certificate III in Real Estate Practice

## COURSE DESCRIPTION

You will develop the skills needed to provide support to the functional areas within either a real estate and property agency, or a stock and station agency. Completion of this course satisfies the training requirements needed to apply for a certificate of registration as an assistant agent (issued by the NSW Office of Fair Trading), which allows you to work in the real estate and stock and station sectors.

## WHAT'S NEXT

CPP41419 Certificate IV in Real Estate Practice

CPP51119 Diploma of Property (Agency Management)

HE20507 Bachelor of Property Valuation

## POTENTIAL CAREER OUTCOMES

Real estate office or property office administrator.

# PLUMBING

WP

BEC

CPC20712 Certificate II in Drainage

## COURSE DESCRIPTION

This course will give you the knowledge, skills, and techniques needed to carry out core plumbing competencies in a safe and efficient manner, and to the standard of quality and finish expected of the industry.

## WHAT'S NEXT

CPC32612 Certificate III in Roof Plumbing

CPC32413 Certificate III in Plumbing

CPC40912 Certificate IV in Plumbing and Services

## POTENTIAL CAREER OUTCOMES

Plumber, plumber and drainer, plumber and gasfitter, gasfitter, roof plumber.

# SALON ASSISTING

WP

SBAT

BEC

SHB20216 Certificate II in Salon Assistant

## COURSE DESCRIPTION

You will develop a range of practical skills, including how to braid, apply colour and blow wave hair, as well as learning head, neck, and shoulder massage skills.

## WHAT'S NEXT

SHB30416 Certificate III in Hairdressing

SHB30516 Certificate III in Barbering

SIH40216 Certificate IV in Hairdressing

SHB50216 Diploma of Salon Management

## POTENTIAL CAREER OUTCOMES

This course is for people who want to gain employment as a hairdressing salon assistant, or as a hairdressing receptionist.

## SCREEN AND MEDIA

SBAT BEC

CUA31015 Certificate III in Screen and Media

### COURSE DESCRIPTION

This course will provide you with an introduction into digital film making, specifically for the film, television, and new media industries.

Some campuses offer a focus on film and television, journalism, or animation, while other locations offer more general skills that are applicable to a wider range of screen and media occupational areas.

### WHAT'S NEXT

CUA41215 Certificate IV in Screen and Media  
CUA51015 Diploma of Screen and Media

### POTENTIAL CAREER OUTCOMES

Digital media artist, television director, camera operator, lighting operator, production coordinator

## LABORATORY SKILLS

BEC

MSL30118 Certificate III in Laboratory Skills

### COURSE DESCRIPTION

This course will provide you with practical scientific skills for general forensic laboratory investigations.

### WHAT'S NEXT

MSL40118 Certificate IV in Laboratory Techniques  
MSL50118 Diploma of Laboratory Technology

### POTENTIAL CAREER OUTCOMES

Laboratory technicians, instrument operators.

## SPORT & RECREATION

WP SBAT BEC

SIS20419 Certificate II in Outdoor Recreation

SIS20115 Certificate II in Sport and Recreation

### COURSE DESCRIPTION

These courses are for students wishing to pursue a career in sport and recreation, including outdoor recreation.

### WHAT'S NEXT

SIS30115 Certificate III in Sport and Recreation  
SIS30619 Certificate III in Outdoor Recreation  
SIS40619 Certificate IV in Outdoor Leadership  
SIS50115 Diploma of Sport and Recreation Management  
SIS50419 Diploma of Outdoor Leadership  
SIS50612 Diploma of Sport Development

## WAREHOUSING OPERATIONS

SBAT BEC

TLI21616 Certificate II in Warehousing Operations

### COURSE DESCRIPTION

Warehousing involves the storage and distribution of goods, and is an industry currently experiencing a shortage of skilled workers. This entry level qualification will teach you how to manage and coordinate goods, process orders and perform necessary documentation, distribute goods to customers, and perform a range of functions involving inventory systems and stock control.

### WHAT'S NEXT

TLI31616 Certificate III in Warehousing Operations  
TLI41816 Certificate IV in Warehousing Operations

### POTENTIAL CAREER OUTCOMES

A range of positions in operational roles, such as store person, stocktaking and transport operations in warehousing, transport, or international trade.

## VISUAL ARTS

BEC

CUA20715 Certificate II in Visual Arts

CUA31115 Certificate III in Visual Arts

### COURSE DESCRIPTION

Develop the basic creative and technical skills that underpin visual arts and craft practices.

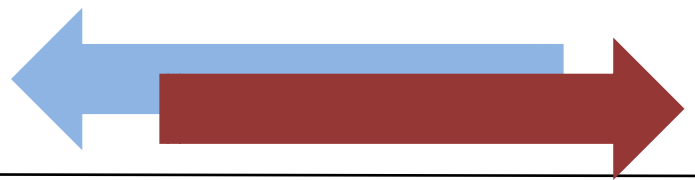
### WHAT'S NEXT

CUA51115 Diploma of Visual Arts  
CUA60715 Advanced Diploma of Visual Arts

### POTENTIAL CAREER OUTCOMES

Art gallery employee, artist, photographer, print maker, fashion designer.





## ***Section 4***

### ***Saturday School of Community Languages***





## Saturday School of Community Languages

### What courses are offered at the Saturday School of Community Languages?

The Saturday School of Community Languages (SSCL) offers courses to students wishing to study their background language if it is not offered for study at their weekday school.

### What are the eligibility criteria to enrol at the Saturday School of Community Languages?

Students are eligible to enrol if:

- The language requested is their **background community language** and
- Is not being offered in their weekday school.

### What community languages are offered by the Saturday School of Community Languages?

- |                               |                                |                               |   |
|-------------------------------|--------------------------------|-------------------------------|---|
| • Arabic                      | • Hindi                        | • Heritage Korean             | • Punjabi                                 |
| • Armenian                    | • Hungarian                    | • Macedonian                  | • Serbian                                 |
| • Bengali***                  | • Italian                      | • Maltese                     | • Spanish                                 |
| • Chinese Background Speakers | • Japanese Background Speakers | • Modern Greek                | • Turkish                                 |
| • Heritage Chinese            | • Heritage Japanese            | • Persian Background Speakers | • Ukrainian                               |
| • Croatian                    | • Khmer                        | • Polish                      | • Vietnamese                              |
| • Filipino                    | • Korean Background Speakers   | • Portuguese                  | *** <b>Cannot be counted for the ATAR</b> |

The availability of courses is subject to sufficient student enrolments

### Where are the Saturday School of Community Languages courses offered?

There are 14 centres based in high schools in Sydney. To find out which language courses are available at which centres, go to <https://saturdaycl-h.schools.nsw.gov.au/> for current details.

### Do Saturday School of Community Languages count towards my ATAR?

Yes, except for Bengali (Bangla) which is a Board Endorsed Course only and **cannot** be counted for the ATAR.

### How do I lodge an application?

Please see Ms Nicole Holt, Head Teacher Teaching and Learning as soon as possible for more information regarding the enrolment process.

### How can I find out more about the Saturday School of Community Languages?

Go to <https://saturdaycl-h.schools.nsw.gov.au/>



## ***Section 5***

### ***HSC Extension Courses***

**To be selected for Year 12 with consultation  
with Faculty teacher and Head Teachers**





## HISTORY EXTENSION

### HSIE FACULTY

ATAR

UNITS

COSTS

YES – A

1

NIL

**1 unit for Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

#### Course Description

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

#### Prerequisites:

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.

Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

#### Main Topics Covered

##### Year 12 (HSC) Course

The course comprises two sections.

##### Constructing History (Minimum 40 indicative hours)

- Key Questions
  - Who are historians?
  - What are the purposes of history?
  - How has history been constructed, recorded and presented over time?
  - Why have approaches to history changed over time?
- Case Studies
  - Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

##### History Project (Maximum 20 indicative hours)

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

#### Particular Course Requirements

The course requires students to undertake:

- one case study
- the development of one History Project.

#### Personal Qualities

- Ability to research and analyse information.
- Curiosity
- Persistence
- Investigative skills
- Willingness to learn



## MATHEMATICS EXTENSION 2

### MATHEMATICS FACULTY

ATAR	UNITS	COSTS
YES – A	1	NIL

**1 unit for Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** This course may not be studied in conjunction with Mathematics Standard courses.

#### Course Description

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus.

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

These topics are treated in some depth. Thus the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

**Prerequisites:** 1 unit additional to the 3 unit course studied at the HSC level. The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

#### Main Topics Covered

##### Year 12 (HSC) Course

Topics	Subtopics
Proof	<b>MEX-P1</b> The Nature of Proof <b>MEX-P2</b> Further Proof by Mathematical Induction
Vectors	<b>MEX-V1</b> Further Work with Vectors
Complex Numbers	<b>MEX-N1</b> Introduction to Complex Numbers <b>MEX-N2</b> Using Complex Numbers
Calculus	<b>MEX-C1</b> Further Integration
Mechanics	<b>MEX-M1</b> Applications of Calculus to Mechanics

#### Particular Course Requirements

- Students must have studied Mathematics and Extension 1 Preliminary Mathematics at a high standard.

#### Personal Qualities

- Dedication and commitment to school work
- Willingness to complete a substantial amount of work outside the classroom

#### Desirable Knowledge

- Extensive knowledge of Preliminary Extension 1 and whole Mathematics 2 Unit course.



## SCIENCE EXTENSION 1 UNIT

### SCIENCE FACULTY

ATAR	UNITS	HSC Cost
YES – A	1	\$10

**1 unit for Year 12 (HSC)**  
**Board Developed Course**  
**Exclusions:** Nil

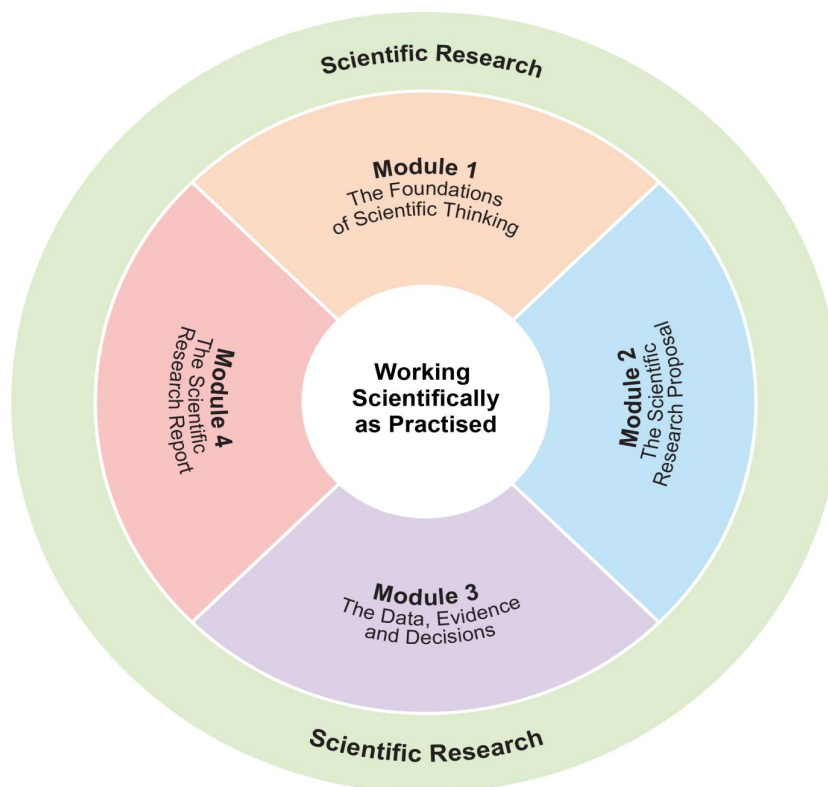
#### Course Description

The *Science Extension Stage 6 syllabus* focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research.

They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of Biology, Chemistry, Earth and Environmental Science and Physics. In doing this students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Students are provided with opportunities to refine and extend their skills of Working Scientifically by applying the processes to contemporary authentic scientific research, gathering, examining evidence and analysing.

#### Main Topics Covered

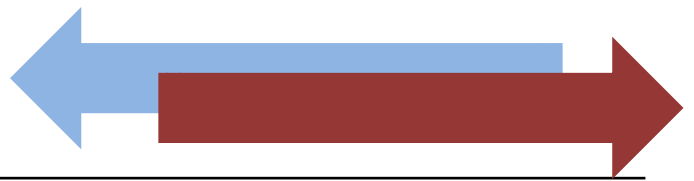


#### Particular Course Requirements

The course is designed for students who have attained a high level of achievement in one or more of the Science disciplines in Year 11 and are planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level.

#### Personal Qualities

- Working knowledge of Stage 6 Science Preliminary at a high level
- Ability to apply mathematical operations to finding relationships between variables in experiments
- Ability to question and predict, plan, conduct investigations. Be able to process, analyse data and information, problem solve and communicate scientific ideas findings and information to appropriate audiences.



## ***Additional Information / Appendix***





## What is HSC All my Own Work?

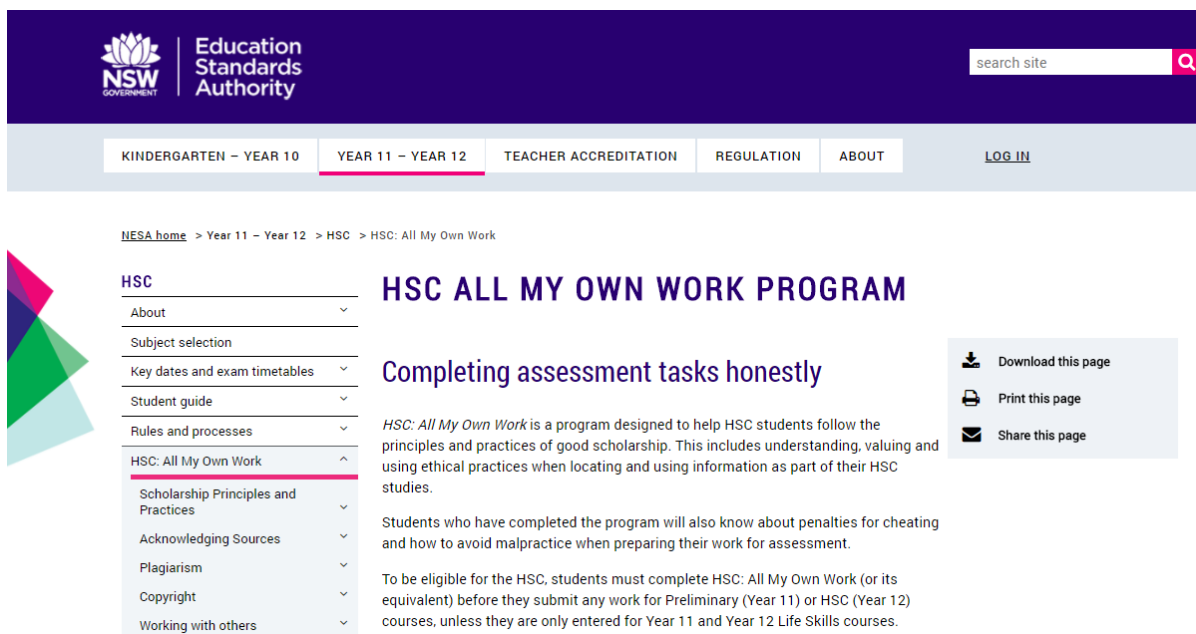


The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The **HSC: All My Own Work** program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with others.



The screenshot shows the NESA website header with the NSW Government logo and 'Education Standards Authority'. A search bar is on the right. Below the header is a navigation menu with links: KINDERGARTEN – YEAR 10, YEAR 11 – YEAR 12 (highlighted), TEACHER ACCREDITATION, REGULATION, ABOUT, and LOG IN.

The main content area shows the breadcrumb trail: [NESA home](#) > [Year 11 – Year 12](#) > [HSC](#) > [HSC: All My Own Work](#). On the left is a sidebar menu for the HSC section, with 'HSC: All My Own Work' selected. The main content area is titled 'HSC ALL MY OWN WORK PROGRAM' and has a sub-header 'Completing assessment tasks honestly'. The text describes the program's purpose and eligibility requirements.

**HSC ALL MY OWN WORK PROGRAM**

### Completing assessment tasks honestly

*HSC: All My Own Work* is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete *HSC: All My Own Work* (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

On the right side of the page, there are three buttons: 'Download this page', 'Print this page', and 'Share this page'.



## HSC Requirements

Advanced,  
Standard or  
Studies

Another **4 more  
Units** of Board  
Developed  
Courses  
(Category A or B)

Another **6 Units** to  
**total 12 Units.**

These can be  
made up of Board  
Developed  
Courses, Board  
Developed  
Category B and  
Board Endorsed  
Courses

2 Units of English

2 Units of Board Developed Course  
Category A or B

2 Units of Board Developed Course  
Category A or B

## ATAR Requirements

Advanced,  
Standard or  
Studies

Students **MUST** sit  
the HSC Exam for  
**English Studies** to  
be eligible for the  
ATAR

Another 8-10  
Units of Board  
Developed  
Courses (can  
include a Category  
B Course)

The ATAR is  
calculated on the  
**best 10 Units** of  
Board Developed  
Courses.

Only **ONE** Board  
Developed  
Category B  
course will be  
used in this  
calculation.