



ST CLAIR HIGH SCHOOL

Senior Subject Information Book

Years 11-12

2015 - 2016



St Clair High School

Senior Subject Information Book





Principal's Message

Congratulations on your decision to continue on with your senior schooling at St Clair High School. Year 11 is your first step towards the HSC and a challenging but rewarding period of your education.

The Higher School Certificate is the highest educational award you can gain in New South Wales schools and is the culmination of your 13 years of schooling. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

Most students follow a two-year program of study in Years 11 and 12 leading to the award of the Higher School Certificate. This program consists of two major components:

- The Preliminary courses, studied in the first three terms and
- The HSC courses, studied in the next four terms.

To be eligible for the award of the Higher School Certificate you need to:

- Be enrolled at a NSW government school, or a registered and accredited non government school, or a TAFE institute,
- Study a permitted combination of courses
- Complete the requirements for each course, including any necessary oral, practical or project work
- Complete tasks designed for the school's assessment program in each HSC course
- Sit for, and make a genuine attempt at, the Higher School Certificate examinations
- Have a satisfactory record of attendance and application in your studies.

The purpose of this booklet is to help you to understand the main requirements of the HSC and to provide you with information about the subjects from which you will be able to select. In the months ahead there will be several other stages to the selection process aimed at providing you with information to help you make the choices that best suit your interests, abilities and goals for the future.

There are lots of people who can help you with the tough decisions you and your family need to make over the next few months, so I encourage you to talk with

- Your Careers Adviser (also Senior Curriculum Coordinator), and your Year 10 Adviser and Assistant Adviser
- Your Deputy Principal, Mr Ralph
- Myself
- Your teachers

Also you can visit these websites:

- Board of Studies: www.boardofstudies.nsw.edu.au
- Universities Admission Centre: www.uac.edu.au

Senior school has a lot to commend it - special friendships; a cheerful, supportive environment; different relationships with your teachers; shared time between school, TAFE and employment; and special celebrations, such as the Graduation Ceremony and Formal.

Most importantly though, it's about setting your goals and working towards them with the help of our dedicated and talented staff, and always pushing towards your "Personal Best".

I look forward to working with you to achieve those goals and to make the most of your senior years at St Clair High School.

Chris Presland
Principal





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Section 1



Section 1 - Introduction

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.
- ⇒ Students meeting the minimum standard expected in a course receive a mark of 50. Students reaching a higher standard of performance will receive a higher mark.
- ⇒ 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 Board of Studies 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 Framework Courses
- 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 Board website: www.boardofstudies.nsw.edu.au.

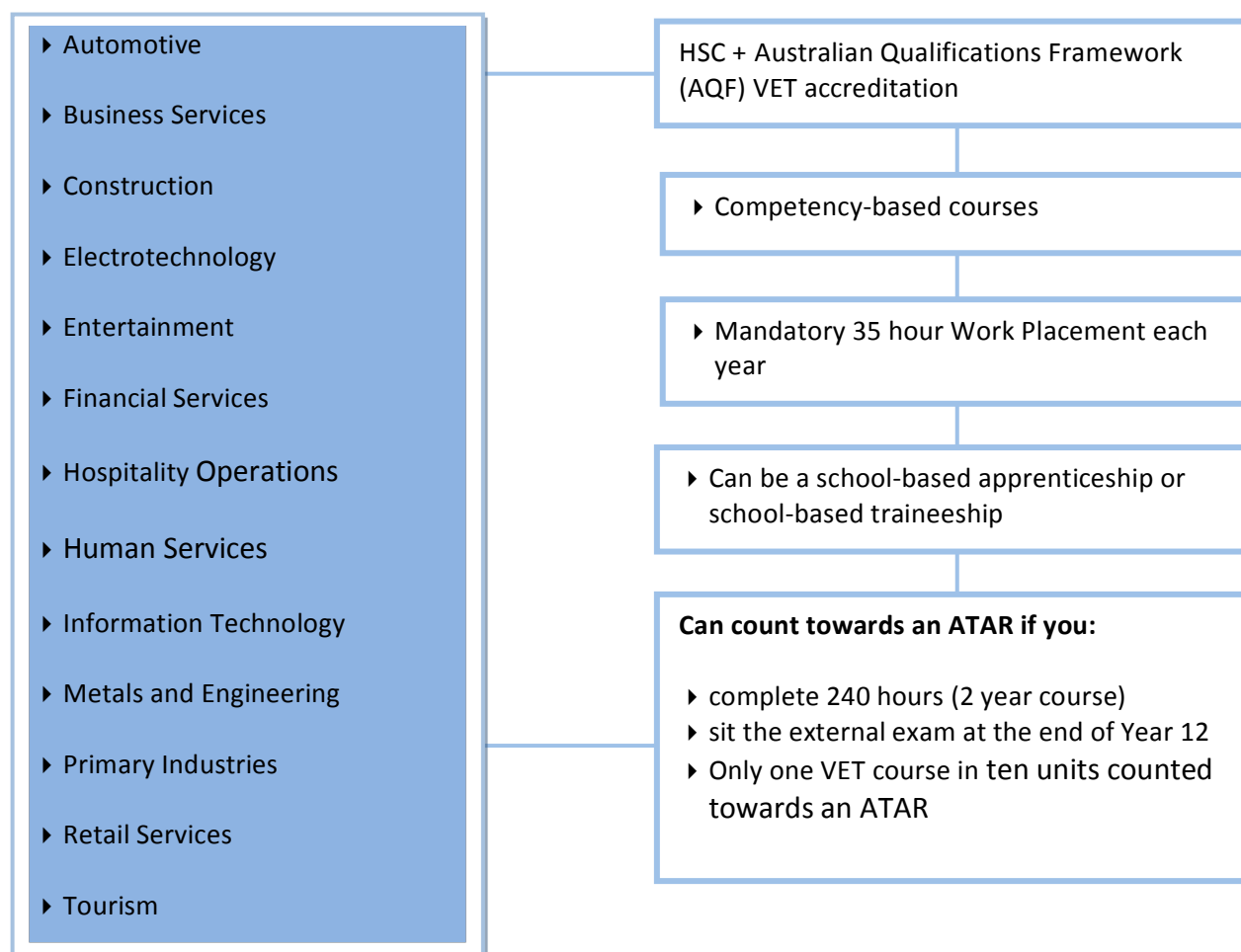


Vocational Education and Training (VET) Framework Courses

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 Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

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

Some Board Endorsed Courses are one-year only courses.

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 being Accounting and VET Framework Courses, which are Board Developed 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.

2 unit courses

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.

Preliminary component

Studied in Term 1, 2 and 3 of Year 11.

HSC component

Studied in Term 4, Year 11, and Term 1, 2 and 3 of Year 12.

1 unit courses

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.

Extension courses

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.

At St Clair High School Extension study is available in English and Mathematics. Students must study Advanced English, 2 Unit Mathematics to be eligible to take the Extension course of study in these courses.

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.



Requirements for the Award of the Higher School Certificate

If you wish to be awarded the HSC at St Clair High School:

⇒ You must study a minimum of 12 units in the Preliminary course (plus a compulsory unit in Sport) and a minimum of 10 units in the HSC course. This means that a student may drop a subject in Term 4 of Year 11; although, students are often strongly advised against doing so, especially if he/she is chasing an ATAR. Both the Preliminary course and the HSC course must include the following:

- ▶ English (other than English Fundamentals. This course can be studied as a 1 year, 2 unit course in either Year 11 or Year 12. The student must take Standard English to be eligible for this course).
- ▶ At least 4 units of Board Developed Courses, which can include VET Curriculum Framework Courses.
- ▶ At least three courses of 2 units value or greater.
- ▶ At least four subjects.
- ▶ Other units can be made up from Board Developed Courses, VET Curriculum Framework Courses, Content Endorsed Courses or TAFE delivered (TVET) Courses.

Students cannot study more than 6 units of Science courses. Senior Science cannot be taken with Biology, Chemistry, Earth and Environmental Science, or Physics. If at the end of the Preliminary course students discontinue one of the other 2 unit Science courses they can then choose to take HSC Senior Science in its place.

⇒ You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

⇒ You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Additional information

⇒ The Board of Studies 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 -100. 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, or from the Careers Adviser.

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. Category A and B courses are listed on pages 8-9.



Exclusions and Course Completion

Some courses are not able to be studied together while others can be but will be conditional on following the NSW Board of Studies Exclusions Policy. It is worthwhile to view this Policy together with the Requirements for the HSC (outlined above).

The Exclusions Policy can be viewed at:

<http://ace.bos.nsw.edu.au/higher-school-certificate/course-delivery/exclusions>.

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.

Open 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 Open 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 Careers Adviser and their Deputy Principal.

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.
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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 made up of multiple choice items, short answers and extended response items.

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 an 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 UAI. 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.



Section 2



Section 2 - Courses

HSC Board Developed 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
Aboriginal Studies	Aboriginal Studies			A
Ancient History	Ancient History		HSC History Extension	A
Biology	Biology			A
Business Studies	Business Studies			A
Chemistry	Chemistry			A
Community and Family Studies	Community and Family Studies			A
Dance	Dance			A
Design and Technology	Design and Technology			A
Drama	Drama			A
Earth and Environmental Science	Earth and Environmental Science			A
Engineering Studies	Engineering Studies			A
English Advanced	English Advanced	English Extension I	English Extension I & II	A
English Standard	English Standard			A
Food Technology	Food Technology			A
Geography	Geography			A
Industrial Technology	Industrial Technology			A
Legal Studies	Legal Studies			A
Mathematics	Mathematics	Preliminary Mathematics Extension	HSC Mathematics Extension 1 HSC Mathematics Extension 2	A
Mathematics General Pathway 2	Mathematics General Pathway 2			A
Modern History	Modern History		HSC History Extension	A
Music	Music 1			A
PD/Health/PE	PD/Health/PE			A
Physics	Physics			A
Senior Science	Senior Science			A
Society and Culture	Society and Culture			A
Textiles and Design	Textiles and Design			A
Visual Arts	Visual Arts			A



ABORIGINAL STUDIES

∞ HSIE FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Areas of Study

- History
- Geography
- Aboriginal Studies

Course structure

Preliminary – 4 topics worth 25% each

HSC – 2 topics worth 70% in total and a major project worth 30%

In the HSC course, students will gain an understanding of Aboriginal history and its context in relation to Australia's historical context.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

- Aboriginality and the Land
- Heritage and Identity
- Colonialism, Racism and Prejudice
- Research and Inquiry Methods

Proposed Topics studied in HSC Course (Year 12)

- Social Justice and Human Rights Issues
- Aboriginality and the Land
- Major Project

Specific Course Requirements:

A major project of the students choosing is required to be submitted in year 12.

Personal Qualities

Empathy

Careers Opportunities (A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)

Tour guide, Photographer, Anthropologist, Museum Technician, Cultural Heritage Officer, Teacher.



ANCIENT HISTORY

∞ HSIE FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Areas of Study – two areas will be studied. These will be taken from:

- Egypt
- Near East
- Greece
- Rome

Course structure includes the investigation of:

- people, groups, events, institutions, societies and historical sites;
- 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.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

- **Part I**
 - (a) Investigating the Past: History, Archaeology and Science
 - (b) Case Studies – for example, Troy; Colosseum
- **Part II** Ancient Societies – at least two from **two** of the following areas: Egypt, Near East, Greece and Rome
- **Part III** Historical Investigation

Proposed Topics studied in HSC Course (Year 12) Each topic drawn from Greece, Rome, Egypt, Near East.

- **Part I:** Ancient Personality in the Context of Their Time – one personality to be studied from the Personality options offered in the syllabus – 25%
- **Part II:** Ancient Societies – one Ancient Society to be studied from the Ancient Societies options offered in the syllabus – 25%
- **Part III:** Historical Periods – one Historical Period to be studied from the Historical Periods options offered in the syllabus – 25%
- **Part IV: Core** – Cities of Vesuvius, Pompeii and Herculaneum- 25%

Specific Course Requirements

Nil

Personal Qualities

- Curiosity
- Persistence
- Investigative skills
- Willingness to learn

Careers Opportunities (A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)

Travel Consultant, Photographer, Court and Hansard Reporter, Defence Force, Teacher, Playwright, Law Clerk, Art Historian, Editor, Film, Stage and Television Director, Museum Technician, Anthropologist, Archivist, Conservator.



BIOLOGY

SCIENCE FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description: Biology is the study of:

- plants and animals
- the mechanisms & systems used to grow & survive
- relationships between and interdependence of organisms in an ecosystem
- the evolution of life on Earth
- the effects of global changes that took place during the formation of modern Australia on the diversity of living things

The HSC course examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

Exclusions: Senior Science (Preliminary)

Proposed Topics studied in Preliminary Course (Year 11)

1. A Local Ecosystem
2. Patterns in Nature
3. Life on Earth
4. Evolution of Australian Biota

Proposed Topics studied in HSC Course (Year 12)

Core Topics

- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

One Option from the following:

- Biotechnology
- Genetics: The Code Broken
- Communication
- Biochemistry
- Human Story

Specific Course Requirements:

Practical experiences in the Preliminary Course should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Personal Qualities: the ability to:

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

Desirable Knowledge (*this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.*)

- a working knowledge of Stage 5 Science

Careers Opportunities (*A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au*)

Nursing, Marine Biologist, Medicine, Sports Science, Teacher, Biochemist, Geneticist, Pharmacist, Veterinarian, Ambulance Officer, Acupuncturist, Dentist, Fitness Instructor, Horticulturalist, Natural Therapist, Optometrist.



BUSINESS STUDIES

∞ HSIE FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description: 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.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

- Nature of Business
- Business Management
- Business Planning

Proposed Topics studied in HSC Course (Year 12)

- Operations
- Marketing
- Finance
- Human Resources

Specific 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

Desirable Knowledge (*this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.*)

NA

Careers Opportunities (*A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au*)

Business Manager, Marketing Analyst, Accounting, Employment Relations Officer/Manager, Financial Officer/Analyst, Sales Assistant/Manager/Buyer, Advertising Assistant/Manager, Human Resources Manager/Officer, Industrial Relations Officer, Manager, Banking Officer, Insurance Clerk, Business Owner/Operator.



CHEMISTRY

SCIENCE FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description: Chemistry is the study of physical and chemical properties of substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level. Chemistry deals with complex societal problems from a scientific perspective and attempts to provide workable solutions.

Course structure includes the investigation of:

- natural and made substances, their structures, changes and environmental importance
- the history and philosophy of science as it relates to Chemistry

The course offers students the opportunity to become active members of the community in which they live and to make a positive contribution to society now and in their future life. It builds on the foundations laid in Stage 5 Science, and recognises the fact that students bring a wide range of abilities, circumstances and expectations to the course.

Exclusions: Senior Science (Preliminary)

Proposed Topics studied in Preliminary Course (Year 11)

- The Chemical Earth
- Metals
- Water
- Energy

Proposed Topics studied in HSC Course (Year 12)

Core Topics

- Production of Materials
- Acidic Environment
- Chemical Monitoring and Management

One Option from the following:

- Biochemistry of Movement
- The Chemistry of Art
- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- Forensic Chemistry

Specific Course Requirements

Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course.

Personal Qualities

- Enjoy investigating and reporting on chemistry problems
- Work safely
- Persevere to solve complex problems

Desirable Knowledge (*this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.*)

- An interest in understanding the atomic nature of matter and carrying out chemical reactions.
- A broad interest in the properties of matter and how it affects society.

Careers Opportunities (*A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au*)

Industrial Chemist, Biochemist, Pharmacist, Chemical Engineer, Teacher, Nurse, General Medicine, Medical Science, Materials Scientist, Veterinarian, Veterinarian Nurse, Optometrist, Landscape Gardener, Photographer, Chemical Plant Operator, Food Processing Technician, Radiologist, Laboratory Assistant, Research Analyst, Stock and Station Agent, Pharmacy Assistant.



COMMUNITY & FAMILY STUDIES

∞ TAS – HOME ECONOMICS FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

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

CAFS 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.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

Resource Management

- Basic concepts of the resource management process (approximately 20% of course time).

Individuals and Groups

- The individual's roles, relationships and tasks within groups (approx. 40% of course time).

Families and Communities

- Family structures and functions and the interaction between family and community (approx. 40% of course time).

Proposed Topics studied in HSC Course (Year 12)

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.

Specific 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

Careers Opportunities (A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)

Psychologist, Nanny, Child Care Assistant, Early Childhood Teacher, Secondary Teacher, Social Worker, Youth Worker, Consumer Adviser, Human Resources Manager, Travel Consultant, Marketing/Advertising Officer.



DANCE

PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

Dance has been an integral component of every known culture, providing a means of expression and an extension of work and lifestyle patterns. It has accompanied the evolution of humanity as an integral part of the history of human movement, culture and communication. Dance provides a way of knowing about oneself, other people and the world.

The study of dance as an art form in education is based on the study of three interrelated components: Performance, Composition and Appreciation. The study of dance as an art form is not to be confused with or considered as the 'art of a dance'. Such references are frequently associated with the intrinsic or technical qualities or level of execution related to the performance of particular movement identified with specific dance styles.

Through the study of dance students learn the knowledge, understanding and skills in physically preparing the body to dance (*Dance Technique*) and the application and demonstration of knowledge, understanding and skills in a 'Dance'/'Work'. They learn about and through dance composition that underpins the theories, principles, processes and practices of dance composition. The students are encouraged to create and develop a personal response that communicates intent. They learn appreciation of dance as works of art and the study of seminal artists and works for their contribution to the development of dance.

Exclusions: Nil

Proposed topics studied in Preliminary Course (Year 11):

Core Topics (80%)

- Performance
- Appreciation
- Composition

Core Additional (20%)

To suit the specific circumstances/context of the class

Proposed topics studied in the HSC Course (Year 12):

Core Topics (60%)

- Performance
- Appreciation
- Composition

Core Additional (40%) - Major Study

- Performance
- Appreciation
- Composition
- Dance and Technology

Personal Qualities

Students should be:

- Committed to learning at a high standard
- Prepared for both the physical and theoretical components of the course
- Determined to achieve to the best of their ability

Desirable Knowledge (*this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.*)

Students should have completed the Dance elective in Year 9 and 10 to a satisfactory standard. You need to have a keen interest in Dance as an art form and expertise in the Performance, Appreciation and Composition in Dance.

Careers Opportunities (*A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

Dancer, Actor, Dance Teacher, Musical Director, Casting Director, Choreographer, Public Relations Officer, Theatre Manager, Theatre Critic.



DESIGN & TECHNOLOGY

TAS – HOME ECONOMICS FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

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.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

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.

Proposed Topics studied in HSC Course (Year 12)

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.

Specific 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 (*this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.*)

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

Careers Opportunities (*A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au*)

Industrial Designer, Leadlight/Glass Worker, Engineer, Architect, Environmental Scientist, Manufacturer, Toymaker, Draftsperson, Plumbing Designer, Interior Decorator/Designer



DRAMA

∞ CREATIVE & PERFORMING ARTS FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through experiential and theoretical learning.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

Year 11 content consists of three units: an interaction between the components of improvisation, play building and acting; and elements of production in performance and theatrical traditions and performance styles.

Learning is experiential in these areas.

Proposed Topics studied in HSC Course (Year 12)

Australian Drama and Theatre and Studies in Drama and Theatre involves the theatrical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The group performance of between 3-6 students involves creating a piece of original theatre (8-12 minutes duration). It provides opportunity for each student to demonstrate their performance skills.

The **individual project** demonstrates expertise in a particular area. One project is chosen from Critical Analysis, Design Performance, Script Writing, or Video Drama.

Specific Course Requirements

Preliminary course:

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

HSC course

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

Desirable Knowledge (*this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.*)

- A keen interest in performance will help you to develop understanding of this craft; be prepared to perform publicly.
- Year 9 & 10 Drama not essential but desirable.

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

If you are interested in a career in this industry you should be involved with amateur theatre, singing and/or taking drama classes outside of school hours.

Drama Teacher, Dance Teacher, Professional Dancer/Performer, Fitness/Aerobics Instructor, Choreographer, Dance Therapist, Community Dance Work, Youth Worker, Sports Administrator, Vacation Care Teacher, Theatrical Technician, Production Manager.



EARTH & ENVIRONMENTAL SCIENCE

∞ SCIENCE FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

The Preliminary course incorporates the study of the formation of Earth and the evolution of its atmosphere, hydrosphere and lithosphere; the physical and chemical features of the environment; Australia as an island continent with a wide range of climates; the use of water as a chemical essential for life on Earth and its importance in the maintenance of Australian habitats; and the interplay of forces internal and external to the Earth.

The **HSC course** examines the geological, physical and chemical evidence related to the evolution of Australia over time and pressures on the Australian environment and the indicators of environmental ill-health.

Exclusions: Senior Science (Preliminary)

Proposed Topics studied in Preliminary Course (Year 11)

- Planet Earth and Environment – a five thousand million year journey
- The Local Environment
- Water Issues
- Dynamic Earth

Proposed Topics studied in HSC Course (Year 12)

Core Topics

- Tectonic Impacts
- Environments through Time
- Caring for the Country

Option from the following:

- Introduced Species and the Australian Environment
- Organic Geology – a non-renewable resource
- Oceanography
- Mining & the Australian Environment

Specific Course Requirements: field experience in the identification of landforms, rocks and soil types as well as how biological factors interact to form the local environment.

Personal Qualities

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

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

An interest in earth history and environmental issues is an advantage in this course.

Careers Opportunities *(a sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)*

Environmental Scientist, Geologist, Mineralogist, Seismologist, Environmental Officer, Forest Technical Officer, Landscape Architect/Gardener, Greenkeeper, Forensic Scientist, Fisheries Officer, Winemaker, Pest & Weed Controller, Quarantine Officer.



ENGINEERING STUDIES

∞ TAS – INDUSTRIAL ARTS FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

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.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

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

Proposed Topics studied in HSC Course (Year 12)

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

Specific Course Requirements

NA

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.

Careers Opportunities (A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)

Aerospace Engineering, Agricultural Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Environmental Engineering, Industrial, Health, and Safety Engineering, Materials Engineering, Mechanical Engineering, Mining and Geological Engineering, Nuclear Engineering, Petroleum Engineering



ENGLISH ADVANCED

ENGLISH FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

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 **five** types of prescribed text, one drawn from **each** of the following categories: Shakespearean drama; prose fiction; drama **or** film; poetry; non-fiction **or** media **or** multimedia texts.

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

Exclusions: English Standard; Fundamentals of English; ESL

Proposed Topics studied in Preliminary Course (Year 11)

The course has two sections

- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake one Area of Study.
- Electives, 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 Electives comprise 60% of the content.

Proposed Topics studied in HSC Course (Year 12)

The course has two sections:

- The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where 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. Students are required to choose one elective from each of three modules A, B or C.

Specific Course Requirements

Preliminary English (Advanced) course requires the study of Australian and other texts; exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts; wide reading programs involving texts and textual forms composed in and for a wide variety of contexts; integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate engagement in the integrated study of language and text

Personal Qualities

- Enthusiasm for English
- Ability to work and think independently
- Ability to think critically about texts
- Desire to improve written and oral skills
- Excellent reader

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

NA

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

Bookseller, Hotel/Motel Manager, Youth Worker, Lawyer, Publisher, Editor, Interpreter, Journalist, Actor, Welfare Worker, Translator, Scriptwriter, Copywriter, Interpreter, Personal Assistant, Teacher, Psychiatrist, Marketing Officer



PRELIMINARY EXTENSION ENGLISH

HSC ENGLISH EXTENSION I & HSC ENGLISH EXTENSION II

ENGLISH FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

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.

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

Proposed Topics studied in Preliminary Course (Year 11)

Preliminary Extension Course

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

Proposed Topics studied in HSC Course (Year 12)

HSC Extension Course 1

The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values.

HSC Extension Course 2

The course requires students to complete a Major Work

Specific Course Requirements:

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

The HSC English (Extension) course 1 requires the study of prescribed texts (as outlined in the support document, HSC English Texts and Electives 2000, 2001).

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 of analysis and creation of text
- Love of English
- Insightfulness
- Independent reader
- Independent thinker

Careers Opportunities (A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)

Bookseller, Hotel/Motel Manager, Youth Worker, Lawyer, Publisher, Editor, Interpreter, Journalist, Actor, Welfare Worker, Translator, Scriptwriter, Film & Television Producer/Assistant, Teacher, Arts Administrator, Librarian.



ENGLISH STANDARD

ENGLISH FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

In the **Preliminary English (Standard)** course students explore the ways events, experiences, ideas and processes are represented in and through texts.

In the **HSC English (Standard) course** students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Exclusions: English Advanced; English as a Second Language; Extension

Proposed Topics studied in Preliminary Course (Year 11)

The course has two sections

- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake one Area of Study.
- Electives in which students explore and examine texts and analyse aspects of meaning. The Electives comprise 60% of the Content.

Proposed Topics studied in HSC Course (Year 12)

The course has two sections:

- The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules that provide elective choices which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of the Modules.

Specific Course Requirements

Preliminary English (Standard) course requires:

- The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules that provide elective choices which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of the Modules.

HSC English (Standard) course requires:

- the close study of at least **four types of prescribed text**, one drawn from **each** of the following categories: prose fiction; drama; poetry; non-fiction, film, media **or** multimedia
- a wide range of additional related texts and textual forms

Personal Qualities

- Enthusiasm
- Imagination
- Commitment to improving writer and oral skills
- Good reader

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)* NA

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

Bookseller, Hotel/Motel Manager, Youth Worker, Lawyer, Publisher, Editor, Interpreter, Journalist, Actor, Welfare Worker, Translator, Scriptwriter, Personnel Officer, Tour Guide, Translator, Stage Manager, Teacher, Counsellor



FOOD TECHNOLOGY

TAS – HOME ECONOMICS FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

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.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

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

Proposed Topics studied in HSC Course (Year 12)

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

Specific 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

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

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

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)*

Nutritionist, Dietician, Chef/Cook, Food Processor, Hotel/Motel Manager, Recipe Writer, Food Technologist, Consumer Adviser, Health Officer, Health Promotion Officer, Media Writer, Nurse, Occupational Therapist.



GEOGRAPHY

∞ HSIE FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

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.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

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

Proposed Topics studied in HSC Course (Year 12)

Ecosystems at Risk (33% of course time)

Urban Places (33% of course time)

People and Economic Activity (33% of course time)

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

Specific 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 *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

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

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)*

Tourist Information Officer, Travel Consultant, Travel Guide, Botanist, Environmental Scientist, Town Planner, Surveyor, Teacher, Real Estate Agent, Meteorologist, Marine Scientist, Cartographer, Farm Manager, Forester.



INDUSTRIAL TECHNOLOGY

∞ TAS – INDUSTRIAL ARTS FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

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 **Timber Products or Furniture Industry Focus** of Industrial Technology OR the **Multimedia Industry Focus** of Industrial Technology at St Clair High School.

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and the Content Endorsed Course Furnishing.

STUDENTS ARE NOT ABLE TO SELECT BOTH INDUSTRY FOCUS AREAS.

Proposed Topics studied in Preliminary Course (Year 11)

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

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry Specific Content and Production

Proposed Topics studied in HSC Course (Year 12)

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:

- Industry Study
- Design and Management, and Communication
- Production
- Industry Related Manufacturing Technology

Specific Course Requirements

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.

Personal Qualities

- Ability to apply theory to practical projects
- Ability to meet deadlines
- Willingness to take responsibility for own learning
- Creative thinker
- Ability to demonstrate safe work practices

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

Student has completed Cabernet subjects in Years 9-10. A working knowledge of computer software such as Photoshop, Paintshop Pro, Power Point, MSWord, Excel etc., and reasonably competent in computer usage.

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

Glass Worker, Picture Framer, Locksmith, Building Trades, Defence Force, Surveyor, Set Designer, Marine Engineer, Naval Architect, Sound Technician, Mining Engineer, Cabinetmaker, Upholsterer, Multimedia Designer.



LEGAL STUDIES

∞ HSIE FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

Legal Studies is the study of our laws and how and why they are made, and how they work. 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.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

- The Legal System
- The Individual and the Law
- Law in Practice

Proposed Topics studied in HSC Course (Year 12)

- Crime
- Human Rights

Options: 2 areas must be chosen from the following selection.

- Consumers
- Family
- Shelter
- World Order
- Global Environment Protection
- Indigenous Peoples
- Workplace

Specific Course Requirements

Nil

Personal Qualities

- Hard working
- Self motivated
- Willingness to express oneself in a verbal and written format

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

Students who have studied Commerce units in Stage 4, particularly the law topics, will have a basic understanding of the course.

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

Solicitor, Police Officer, Legal Secretary, Sheriff, Business Owner, Correctional Services Officer, Security Officer, Teacher, Law Clerk, Bank Officer, Public Servant, Insurance Broker, Stoke Broker, Real Estate Agent.



MATHEMATICS 2 UNIT

∞ MATHEMATICS FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

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.

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 School Certificate and achieved a commendable level.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry
- Tangent to a curve and derivative of a function

Proposed Topics studied in HSC Course (Year 12)

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and Series applications

Specific 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 *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

NA

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)*

Please note – Mathematics is not a compulsory subject in Senior School. Most jobs do not require a senior level of Mathematics. Tertiary level courses in computing, science and business expect Mathematics 2 unit level minimum.

Careers in science – related fields, Computing Science, Marketing/Advertising, Accountant, Engineer, Metallurgist, Teacher, Business Manager, Agriculture and Resource Economist, Actuary, Physicist, Surveyor, Radiation Therapist



MATHEMATICS EXTENSION I

∞ MATHEMATICS FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

The content of this course, which includes the whole of the 2 unit course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 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.

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.

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 School Certificate and achieved a commendable level.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

- Other inequalities
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Preliminary 2 unit course

Proposed Topics studied in HSC Course (Year 12)

- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$
- Equation
- Velocity and acceleration as a function of x
- Projectile motion
- Simple harmonic motion
- Inverse functions & inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation

Specific Course Requirements

Students should have studied at Mathematics at 5.2 and 5.3 levels.

Personal Qualities

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

Desirable Knowledge (this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)

NA

Careers Opportunities (A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)

Careers in science – related fields, Computing Science, Marketing/Advertising, Accountant, Engineer, Metallurgist, Teacher, Agriculture and Resource Economist, Actuary, Physicist, Surveyor, Radiation Therapist
Air Traffic Controller, Mathematician, Meteorologist, Microbiologist, Pilot, Optometrist, Economist, Auditor



MATHEMATICS EXTENSION II

∞ MATHEMATICS FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

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.

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.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

Not Applicable

Proposed Topics studied in HSC Course (Year 12)

The course content includes the entire 2 unit Maths course, the entire 3 unit Maths course and, in addition:

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials

Specific Course Requirements

- Nil

Personal Qualities

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

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

Satisfactory Extension 1 work in Year 11

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

Careers in science – related fields, Computing Science, Marketing/Advertising, Accountant, Engineer, Metallurgist, Teacher, Business Manager, Agriculture and Resource Economist, Actuary, Physicist, Surveyor, Radiation Therapist, Air Traffic Controller, Mathematician, Meteorologist, Microbiologist, Pilot, Optometrist, Economist



MATHEMATICS GENERAL PATHWAY 2

∞ MATHEMATICS FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

Mathematics General focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on applications and modelling tasks. The modelling tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

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 School Certificate.

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

Proposed Topics studied in Preliminary Course (Year 11)

- Financial Mathematics
- Data analysis and Statistics
- Measurement
- Probability
- Algebra and Modelling

Focus Studies

- Mathematics and Communication
- Mathematics and Driving

Proposed Topics studied in HSC Course (Year 12)

- Financial mathematics
- Data analysis and Statistics
- Measurement
- Probability
- Algebra and Modelling

Focus Studies

- Mathematics and Health
- Mathematics and Resources

Specific Course Requirements

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics General.

See separate Senior Assessment Policy booklet.

Personal Qualities

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

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

A good understanding of the Stage 5 courses in Mathematics.

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)*

Computing Science, Marketing/Advertising, Accountant, Engineer, , Teacher, Business Manager, Surveyor, Radiation Therapist, Air Traffic Controller, Meteorologist, Auditor, Bank Officer, Retail Buyer, Retail Manager, Tradesperson, Accounts Clerk, Postal Employee, Insurance Claims Investigator, Credit Officer, IT Support.



MODERN HISTORY

∞ HSIE FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts, as a background for their more specialised HSC studies.

The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th century through four major studies.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

- Part I: Case Studies (50%). Examples include:
 - The Reign of Terror in France – 1792 -95
 - Tibet's fight for survival in the Modern World
- Part II: Historical Investigation (20%)
- Part III: The World at the Beginning of the 20th Century (30%). Examples include:
 - The Nature of European Society and Emerging and Forces such as Globalisation

Proposed Topics studied in HSC Course (Year 12)

Part I: Core Study - Mandatory

- World War 1 and its Aftermath, 1914 –1919

Part II: National Study

Students are to study ONE from the following:

- USA
- Japan
- China
- Russia/Soviet Union
- Germany
- India

Part III: One Personality in the Twentieth Century

Part IV: International Studies in Peace and Conflict

Students are to study ONE from:

- Conflict in the Pacific
- Cold War
- The United Nations as Peacekeeper
- Arab-Israel Conflict
- Conflict in Indochina
- Anglo-Irish Relations
- Conflict in Europe

Specific Course Requirements

Nil

Personal Qualities

Ability to research and analyse information.

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

NA

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)*

Court & Hansard Reporter, Defence Force, Travel Consultant, Lawyer, Writer, Records Manager, Genealogist, Photographer, Editor, Art Historian, Museum Curator, Anthropologist, Art Critic, Barrister, Law Clerk, Librarian.



MUSIC 1

∞ CREATIVE & PERFORMING ARTS FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank

Course Description

In the Preliminary and HSC courses, students will study the concepts of music, that is:

- Pitch
 - Duration
 - Texture
 - Tone Clour
 - Dynamics and Expressive Techniques
 - Structure
 - Performing
 - Listening
 - Composing
- Within the context of a range of:
- Styles
 - Periods
 - Genres

The concepts will be learnt through:

Prerequisites: Music mandatory course (or equivalent)

Exclusions: Music 2 and parts of the TVET Music Performance course

Proposed Topics studied in Preliminary Course (Year 11)

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

Proposed Topics studied in HSC Course (Year 12)

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

Specific 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 Board of Studies to validate authorship of the submitted work.

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.

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

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.

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

Sound Technician, Musician, Performer/Singer, Program Director, Film and Television Producer, Actor, Theatre Critic, Composer, Stagehand, Retail Assistant/Manager, Music Store Owner, Disc Jockey, Journalist, Record Manager, Road Manager, Entrepreneur.



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

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.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

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

Proposed Topics studied in HSC Course (Year 12)

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

Specific 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 (no PE)
- Determined to achieve to the best of their ability

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

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

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

PD, Health, PE Teacher, Sports Administrator, Sports Coach, Nutritionist, Sports Scientist, Physiotherapist, and Sports Injuries Therapist, Podiatrist, Occupational Therapist, Osteopathy Practitioner, Nurse, OH&S Officer.



PHYSICS

SCIENCE FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

Physics is the study of the universe and its laws, from the largest galaxies to the smallest sub-atomic particles. It focuses on investigating natural phenomena and identifying patterns, applying models, principles and laws to explain their behaviour.

The Preliminary course develops knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles, such as car crashes and the mechanisms that maintain the physical conditions of planet Earth.

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.

Exclusions: Senior Science (Preliminary)

Proposed Topics studied in Preliminary Course (Year 11)

- The World Communicates
- Electrical Energy in the Home
- Moving About
- The Cosmic Engine

Proposed Topics studied in HSC Course (Year 12)

Core Topics

- Space
- Motors & Generators
- From Ideas to Implementation

One Option from the following:

- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon

Specific Course Requirements

Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Personal Qualities

Problem Solving

Creativity

Urge to understand the reasons 'why'

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

- Working knowledge of Stage 5 Science
- Ability to apply basic mathematical operations to finding relationships between variables in experiments.

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

Engineer, Medical Scientist, Mines Surveyor, Oceanographer, Teacher, Telecommunications Officer, Defence Force Personnel, Astronomer, Engineer, Electrician, Forensic Scientist, Physicist, Geophysics Technician



SENIOR SCIENCE

SCIENCE FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

The Preliminary course incorporates the collection, storage and conservation of water resources, the structure and function of plants with an emphasis on Australian native plants and the study of some aspects of human anatomy. It discusses issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.

The HSC course examines the range and importance of biological molecules found in humans and other organisms and the physical and chemical properties of chemicals used by people on and in their bodies. The course also examines communication technologies, which have become so commonplace, and medical advances that allow humans be successful in everyday lives.

The options cover a wide variety of interest topics and draw on current research to examine the contributions of science to increased information and understanding.

The Senior Science course caters for students requiring a broad cover across all disciplines of science, encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science.

Exclusions: Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics.

Proposed Topics studied in Preliminary Course (Year 11)

- Water for Living
- Plants
- Humans at Work
- The Local Environment

Proposed Topics studied in HSC Course (Year 12)

Core Topics

- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems

One option from the following:

- Preservatives and Additives
- Polymers
- Pharmaceuticals
- Space Science
- Disasters

Specific Course Requirements

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC Course.

Personal Qualities

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

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)* NA

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)*

Animal Technician, Forest Worker, Tissue Culture Technician, Fisheries Officer, Horse Manager, Landscape Gardener, Plant Operator, Customs Officer, Tree Surgeon, Nursery Worker, Survey Assistant, Butcher, Jockey.



SOCIETY & CULTURE

∞ HSIE FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

Society & Culture is the study of life issues as they relate to people living in communities together.

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. Areas of interest such as the challenges of adolescence, the family, gender roles, the media and globalization are just a sample of the issues that are explored in this subject. Students develop an understanding of research methodologies 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). The course deals with areas of interest and relevance to students.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

- The Social and Cultural World (20%)
- Personal and Social Identity (40%)
- Intercultural Communication (40%)

Proposed Topics studied in HSC Course (Year 12)

Core

- Social and Cultural Continuity and Change (30%)
- The Personal Interest Project (30%) Depth Studies (40%)

Two to be chosen from:

- Popular Culture
- Belief Systems
- Equality and Difference
- Work and Leisure

Specific Course Requirements

Completion of Personal Interest Project

Personal Qualities

Any student who is interested in looking at current issues such as the role of the media in our lives and the changing role of the family will find the course interesting.

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

NA

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

Public Relations Officer, Events and Functions Coordinator, Lawyer/Solicitor, Social Worker, Teacher, Youth Worker, Community Services Officer, Immigration Officer, Sociologist, Call Centre Operator, Statistician.



TEXTILES & DESIGN

∞ TAS – HOME ECONOMICS FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

Course Description

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.

Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

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.

Exclusions: Nil

Proposed Topics studied in Preliminary Course (Year 11)

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

Proposed Topics studied in HSC Course (Year 12)

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

Specific Course Requirements

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. 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.

Personal Qualities

- Creative thinking and ability to apply this in designing your major work
- Managing available resources and time to meet deadlines
- Ability to be artistic in creating a practical product
- Ability to use new technologies and innovations effectively

Desirable Knowledge (*this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.*)

Junior Textiles, Visual Arts

Careers Opportunities (*A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au*)

Dry Cleaner, Visual Merchandiser, Soft Furnishings Maker, Surgical Bootmaker, Accessories Designer, Retail Buyer, Interior Designer, Costume Maker, Tailor, Fashion Designer, Graphic Designer, Reporter, Sales Assistant.



VISUAL ARTS

CREATIVE & PERFORMING ARTS FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank.

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.

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.

Proposed Topics studied in Preliminary Course (Year 11)

Learning opportunities focus on:

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

Proposed Topics studied in HSC Course (Year 12)

Learning opportunities focus on:

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

Specific Course Requirements

Preliminary Course

- Development of a Body of Work
- A broad investigation of ideas in art criticism & art history

Personal Qualities

- Prepared to work outside of school hours to complete required work
- Use own time to study information given in class time.
- Independent thinking and learning

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.

HSC Course

- Development of a body of work and use of a process diary
- A minimum of five Case Studies (4–10 hours each)
- Deeper and more complex investigations of ideas in art criticism and art history
- USB
- A Subject Materials Contribution of \$50.00 per student.

Careers Opportunities (A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)

Graphic Designer, Advertising Agent/Assistant, Theatre and Film Designer, Interior Decorator/Designer, Architect, Practising Artist, Teacher, Landscape Architect, Desktop Publisher, Illustrator, Fashion Coordinator/Designer.



Vocational Education & Training Curriculum Framework (VET) 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

- ➡ 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.
- ➡ For TAFE VET Framework Course Descriptions see Ms Elks or go to www.wsi.tafensw.edu.au/courses-and-careers/tvet.



VET BUSINESS SERVICES – 240 HOURS

HSIE FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank when you sit the external examination in the Year 12 Final Examinations.

Course Description

This course is for students who wish to work in clerical and administrative occupations.

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognized vocational qualifications. This is known as dual accreditation.

It incorporates all Units of Competency in the AQF Certificate II in Business Office.

Exclusions: Similar Units from the Information Technology Curriculum Framework
Similar Units from the Retail Curriculum Framework

Units of Competencies Compulsory

BSBCMM201A	Communicate in the workplace
BSBCUS201B	Deliver a service to customers
BSBIND201A	Work effectively in a business environment
BSBINM201A	Process and maintain workplace information
BSBWHS201A	Contribute to health and safety of self and others
BSBSUS201A	Participate in environmentally sustainable work practices
BSBWOR202A	Organise and complete daily work activities

BSBWOR203B	Work effectively with others
BSBWOR204A	Use business technology

Electives

BSBINM202A	Handle mail
BSBITU102A	Develop keyboard skills
BSBITU201A	Produce simple word processed documents
BSBCMN214A	Create and use spreadsheets
BSBITU203A	Communicate electronically
BSBADM311A	Maintain Business resources

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Mandatory Course Requirements

Work Placement. Students must complete a minimum of 70 hours work placement OVER Years 11 and 12.

Personal Qualities

- Basic computing and keyboarding knowledge
- An interest in office work including
- Reception Skills
- Data Entry
- Organising and coordinating workplace activities
- Enjoy working in an office environment

Desirable Knowledge (this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)

NA

Careers Opportunities (A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)

Business Manager, Marketing Analyst, Accounting, Employment Relations Officer/Manager, Financial Officer/Analyst, Sales Assistant/Manager/Buyer, Advertising Assistant/Manager, Human Resources Manager/Officer, Industrial Relations Officer, Manager, Banking Officer, Insurance Clerk, Business Owner/Operator.



VET CONSTRUCTION – 240 HOURS

TAS – INDUSTRIAL ARTS FACULTY

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank when you sit the external examination in the Year 12 Final Examinations.

Course Description

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. The course incorporates core units plus a range of elective units from the General Construction and Civil Construction sectors.

A mandatory Work Cover approved general WH&S induction training program, as well as work activity OH&S training and site specific OH&S training must be completed before students are allowed onto a worksite.

Working in the construction industry involves:

- Constructing and modifying buildings
- Contracting
- Designing buildings
- Measuring materials and sites
- Communicating with clients
- Managing personnel and sites.

Exclusions: Nil

CPC20211 Certificate II in in Construction Pathways

Units of Competency

Core

- CPCCOHS2001A Apply OHS requirement, policies and procedures in the construction industry. (external delivery)
- CPCCCM1012A Work effectively in the General Construction Industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications

Electives

- CPCCOHS1001A Work safely in the Construction Industry
- CPCCCA2011A Handle carpentry materials

- CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground
- CPCCC02013A Carry out concreting to simple form
- CPCCCM2006A Apply basic levelling procedures
- CPCCCM2004A Handle construction materials
- RIIWMG203A Drain and dewater civil construction site
- CPCCM2009A Carry out basic demolition
- CPCCSP2003A Prepare Surfaces for plastering
- CPCCWF2001A Handle wall and floor tiling materials
- CPCCWF2002A Use wall and floor tiling tools and equipment
- CPCCJN2001A Assemble Components
- CPCCJN2001A Prepare for off-site manufacturing

Additional units required to attain a HSC credential in this course

- CPCCCA2002A Use carpentry tools and equipment

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Mandatory Course Requirements

Work Placement. Students must complete a minimum of 70 hours work placement OVER Years 11 and 12.

Personal Qualities

- A clear understanding of Workplace Health & Safety Requirements
- Physically fit
- Enjoy working outdoors in all weather
- Hard worker, committed to achieving personal best

Desirable Knowledge (this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.) NA

Careers Opportunities (A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)

Apprenticeships in the Building Industry – Carpenter, Bricklayer, Roof Tiler, Plasterer, Concreter, Electrician, Plumber, Painter etc., Engineer, Building Consultant, Glazier, Shop Fitter, Sign writer, Town Planner, Building Inspector, Owner/Builder, Pest Controller, Fencer, Landscape Architect/Gardener, Architect, Television Host.



VET HOSPITALITY (FOOD & BEVERAGE) – 240 HOURS

∞ TAS – HOME ECONOMICS FACULTY ∞

A Board Developed Course, which contributes towards the Australian Tertiary Admissions Rank when you sit the external examination in the Year 12 Final Examinations.

Course Description

This course provides students with opportunities to gain a range of skills and knowledge suitable to employment in a hospitality environment and to provide pathways for university and other tertiary study.

The course is based on units developed by the hospitality industry to describe the competencies (skills and knowledge) required by workers in the industry.

Exclusions: Hospitality courses offered through TAFE (TVET)

Units of Competency

Core

BSBWOR203B Work effectively with others
SITHIND201 Source and use information on the hospitality industry
SITHIND202 Use hospitality skills effectively
SITXCCS202 Interact with customers
SITXFSA101 Use hygienic practices for food safety
SITXWHS101 Participate in safe work practices

Electives will be advised and will come from the following areas:

Food and Beverage
Communication and Teamwork
Food Safety
Inventory

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Mandatory Course Requirements

Work Placement. Students must complete a minimum of 70 hours work placement; 35 hours in each year.

Personal Qualities

- Willingness to undertake work placement during Hospitality Industry working hours
- Willingness to travel for work placement
- Willingness to invest in and wear the required uniform for all practical classes and work placement sessions
- Enjoy working in a service industry

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

NA

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

Chef, Barista, Hotel Manager, Waitperson, Bar Attendant, Concierge, Restaurant Owner, Caterer, Hospital Food Manager, Dietician, Flight Attendant, Coffee Shop Owner/Manager, Teacher, Hospitality Trainer, Wedding Planner.



Content Endorsed Courses

HSC Content Endorsed Course Summary Offered at St Clair High School

Subject	Preliminary Course	HSC Course	ATAR
Ceramics	✓	✓	No
English Studies	✓	✓	No
Exploring Early Childhood	✓	✓	No
Mathematics General Pathway 1 (Applied)	✓	✓	No
Photography –Digital Imaging & Video	✓	✓	No
Sport Lifestyle & Recreation	✓	✓	No
Visual Design	✓	✓	No
Work Studies	✓	✓	No



CERAMICS

∞ CREATIVE & PERFORMING ARTS FACULTY ∞

A Content Endorsed Course, which does not contribute towards an Australian Tertiary Admissions Rank

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

Study can be 1 Year in Years 11 or 12 120 Hrs (3-6 Modules) or 2 Years in 11 and 12 or 240 hrs (6-12 Modules)

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.

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.

Specific 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

Careers Opportunities (A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)
Professional Potter, Sculptor, Artist, Mould Maker, Interior Decorator, Retail Shop Owner.



ENGLISH STUDIES

∞ ENGLISH FACULTY ∞

A Content Endorsed Course, which does not contribute towards the Australian Tertiary Admissions Rank.

Course Description

In the **Preliminary 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.

In the **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.

Exclusions: English Standard, English Advanced; English Extension

Proposed Topics studied in Preliminary English Studies Course (Year 11)

The course has three modules:

- Mandatory module: "Achieving through English: English and the worlds of education, careers and community" and two additional modules which may include "Part of the family – English and family life" and "On the road – English and the experience of travel."

Proposed Topics studied in HSC English Studies Course (Year 12)

The course has four modules:

- Mandatory module: "We are Australians – English in citizenship, community and cultural identity" and three additional modules which may include "Telling us all about it – English and the media", "Digital worlds – English for the web", "Playing the game – English in sport", "In the marketplace – English and the world of business", "Discovery and investigation – English and the sciences" and "The big screen – English in film-making."

Specific 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.

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

NA

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)*

Bookseller, Hotel/Motel Manager, Youth Worker, Lawyer, Publisher, Editor, Interpreter, Journalist, Actor, Welfare Worker, Translator, Scriptwriter, Personnel Officer, Tour Guide, Translator, Stage Manager, Teacher, Counsellor



EXPLORING EARLY CHILDHOOD

∞ TAS – HOME ECONOMICS FACULTY ∞

A Content Endorsed Course, which does not contribute towards an Australian Tertiary Admissions Rank

Course Description

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to develop knowledge and understanding, and skills in:

- the physical, social-emotional, behavioural, cognitive and language development of young children
- the environmental factors that have an impact upon young children's growth and development
- the development and maintenance of positive behaviours and relationships with young children
- communication and interaction
- research and analysis
- decision making and evaluation
- 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

Exclusions: Children's Services (TVET)

Proposed modules studied in Year 11 &/or 12

Core Study

- PART A:** Pregnancy and Childbirth
PART B: Child Growth and Development
PART C: Promoting Positive Behaviour

Elective Modules chosen from:

- Play and the Developing Child
- Young Children with Special Needs
- Food and Nutrition
- The Children's Services Industry
- Young Children and the Law
- Historical and Cultural Contexts of Childhood
- Young Children and the Media
- Children's Literature

Specific Course Requirements

NA

Personal Qualities

- Ability to interact with young children
- Willingness to participate in class discussions
- Ability to analyse and compare information from a variety of sources, to develop an understanding of child growth and development.

Desirable Knowledge (*this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.*)

NA

Careers Opportunities (*A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au*)

Nanny, Early Childhood Teacher, Child Care Assistant, Social Worker, Psychologist, Story Writer, Speech Pathologist, Play Therapist, Dental Assistant, Paediatric Nurse, Librarian, Mothercraft Nurse.



MATHEMATICS GENERAL PATHWAY 1 (APPLIED)

∞ MATHEMATICS FACULTY ∞

A Content Content Course, which does not contribute towards an Australian Tertiary Admissions Rank

Course Description

The Mathematics Applied course is designed to promote the development of knowledge, skills and understanding in areas of Mathematics that have direct application to the broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques.

Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

The Mathematics Applied course provides an appropriate foundation for a range of vocational pathways, either in the workforce or in further training.

Prerequisites: This course is constructed on the assumption that students have achieved the outcomes up to and including 5.1 in each strand for the School Certificate.

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

Proposed Topics studied in Preliminary Course (Year 11)

- Financial Mathematics
- Data analysis and Statistics
- Measurement
- Probability
- Algebra and Modelling

Focus Studies

- Mathematics and Communication
- Mathematics and Driving

Proposed Topics studied in HSC Course (Year 12)

- Financial mathematics
- Data analysis and Statistics
- Measurement
- Probability
- Algebra and Modelling

Focus Studies

- Mathematics and Health
- Mathematics and Resources

Specific Course Requirements

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks from Mathematics General.

No more than 30% of the assessment is to be based on the Preliminary course.

See separate Senior Assessment Policy booklet.

Personal Qualities

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

Desirable Knowledge (*this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.*)

A good understanding of the Stage 5 courses in Mathematics.

Careers Opportunities (*A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

Marketing/Advertising, Accountant, Engineering Technician, Business Manager, Bank Officer, Retail Buyer, Retail Manager, Tradesperson, Accounts Clerk, Postal Employee, Insurance Claims Investigator, Credit Officer, IT Support.



PHOTOGRAPHY, DIGITAL IMAGING & VIDEO

∞ CREATIVE & PERFORMING ARTS FACULTY ∞

A Content Endorsed Course, which does not contribute towards an Australian Tertiary Admissions Rank

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:

- Work with Wet photography/ SLR Camera
- Understand the basics of using a Video Camera, Film production and Post-Production and Editing techniques.
- Work with Digital Imagery/Photoshop
- Use these various practices as a means of visual communication of ideas.
- Understand the different genres of photography, video and digital imagery and the roles they play in our everyday lives.
- Have a greater understanding of and be able to critically appraise photography, video and digital imagery from both a technical and aesthetic viewpoint.

Study can be over 1 Year in Years 11 or 12 120 Hrs 3-6 Modules or 2 Years in Years 11 and 12 240 hrs 6-12 Modules

Exclusion: Photography (TVET). Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Proposed modules studied in Year 11 &/or 12

Wet Photography

Practical 70%

- SLR camera, studio, dark room.
- Thematic studies and series.

Critical/Historical Study 30%

- Technical/historical Knowledge
- The visual elements of photography
- Photographic genres (portraiture, landscape, photojournalism, etc)

Digital Imagery

Practical 70%

- Digital Camera operations
- Thematic Studies and series.

Critical/Historical Study 30%

- Technical Knowledge
- The visual elements of digital imagery
- Various photographic genres (portraiture, landscape, photojournalism, etc)
- Computer generated and manipulated imagery and layout using Photoshop

Video Making

Practical 70%

- Using the camera (shooting techniques, in-camera editing etc)
- Basic digital editing techniques
- Steps in film Production (camera crew, the production team)
- Post production (logging footage, transitions, soundtracks etc)

Critical/Historical Study 30%

- Video and editing aesthetics
- Film genres
- Critical/technical analysis of movie footage

Specific 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 and video tapes.

Personal Qualities

- Be prepared to work in groups and independently
- Take responsibility for expensive equipment
- Manage and organise time for major projects
- Be prepared to work out of school hours
- Be willing to share equipment without disputes (limited SLR, digital and video cameras available, limited enlargers in the darkroom).

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)*

Professional Photographer (Weddings, Christenings etc), Commercial Photographer (Books, Magazines, Newspapers), Creative Photographer (Exhibitions), Photojournalist (travel the world to explore different cultures and events in photo format), Film and Television industry.



SPORT, LIFESTYLE & RECREATION

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION FACULTY

A Content Endorsed Course, which does not contribute towards an Australian Tertiary Admissions Rank

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.

2 units x 2 year course

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

Proposed topics studied in Preliminary Course

- Aquatics
- Athletics
- Dance
- First Aid & Sports Injuries
- Outdoor Recreation
- Healthy Lifestyle

Proposed topics studied in HSC Course

- Gymnastics
- Resistance Training
- Games & Sports Applications
- Sports Administration
- Sports Coaching & Training

Specific 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 *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

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

Careers Opportunities *(A sample of careers linked to this subject. For more information refer to*

www.jobguide.deewr.gov.au)

Trainers in various sports, Coaching, Sports Administration, Teacher, Children's Services, Occupational Therapy and Rehabilitation



VISUAL DESIGN

∞ CREATIVE & PERFORMING ARTS FACULTY ∞

A Content Endorsed Course, which does not contribute towards an Australian Tertiary Admissions Rank

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:

- increase visual awareness of their environment and the way visual representations can be created from this to communicate ideas and feelings
- develop an understanding of the methods visual designers use to build meanings
- develop skills through the acquisition of the techniques of visual design
- use visual design as a means of visual communications and a process to aid observation and analysis
- gain an understanding of careers involving visual design

Study can be over 1 Year in Years 11 or 12 120 Hrs 3-6 Modules or 2 Years in Years 11 and 12 240 hrs 6-12 Modules

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.

Proposed topics studied in Year 11 & / or Year 12

Main Topics Covered:

Practical 70%: This course will allow students to work in one or more modules:

- 1) Graphic Design:
 - Publications and information
 - Illustration and Cartooning
- 2) Wearable Design
 - Jewellery and Accessories
- 3) Product Design
 - Packaging and ceramics

Critical / Historical Study 30%

Students will:

- Interpret and explain design practices
- Investigate the roles and relationships among concepts of designer, work, world, audience and consumer
- Investigate works through different points of view
- Explore ways in which histories and narratives are used to explain fields of design

Specific Course Requirements

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

Personal Qualities

- Prepared to work outside of school hours to complete required work
- Use own time to study information given in class time.
- Independent thinking and learning

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.

Careers Opportunities (A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)

Visual Merchandiser, Photographer, Graphic Designer, Advertising Agent/Assistant, Theatre and Film Designer, Interior Decorator, Desktop Publisher, Illustrator, Fashion Coordinator/Designer.



WORK STUDIES

∞ HSIE FACULTY ∞

A Content Endorsed Course, which does not contribute towards an Australian Tertiary Admissions Rank

Course Description

The aim of the *Work Studies* syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

Exclusions: Nil

CORE

My Working Life

MODULES

- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project
- Experiencing Work

Specific Course Requirements

Students must do 70 hours of work placement over Years 11 and 12.

Recognition for Prior Learning may be possible in Year 12

Personal Qualities

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

Desirable Knowledge *(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)*

Having somewhere to do a one-week block Work Placement in Year 11 will assist with the organization of this element of the course.

Careers Opportunities (A sample of careers linked to this subject. For more information refer to www.jobguide.deewr.gov.au)

This course allows students to explore all career opportunities through classroom activities and work placement.



Section 3



Section 3

TAFE delivered Vocational Education & Training Courses (TVET)

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 recognized 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 (see Section 1 for a full explanation of this type of course and Section 4 for course description). 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.
Applications open at school in Term 3, Week 4, on 4 August 2014
and close in Week 6 on 22 August 2014.**

**Late applications will be accepted up to enrolment in February 2015; however, we cannot
guarantee that you will be successful in gaining a place in the course of choice.**

**Students will be reminded by Ms Elks when applications open and close.
Offers will be announced in October.**

Please note: Courses are subject to change and cancellation up to the enrolment date in February 2015.

See Ms Elks for advice.



Proposed TVET-HSC Courses for Schools – 2015

(Version 2 as at 23 May 2014)

TAFE^{NSW}
Western
Sydney
Institute

For full details visit our website: <http://wsi.tafensw.edu.au/courses-and-careers/tvet/>

Course Name	Description	Duration	Eligibility	ATAR	Course Code
Blacktown (B) College					
Automotive	2U Mechanical Framework 240 Hrs <i>(Monday)</i>	2 yrs	11	✓	5J1BFM
	2U Mechanical Framework 240 Hrs <i>(Wednesday)</i>	2 yrs	11	✓	5J2BFW
	2U Mechanical Framework 240 Hrs <i>Continuing (Monday)</i>	1 yr	Cont 12	✓	4J64BFM
	2U Mechanical Framework 240 Hrs <i>Continuing (Wednesday)</i>	1 yr	Cont 12	✓	4J89BFW
Automotive – Motorcycle	2U Framework 120 Hrs <i>(Wednesday)</i>	1 yr	11 & new 12		5J3BFW
Automotive – Electrical	2U Framework 240 Hrs <i>(Monday)</i>	2 yr	11	✓	5J4BFM
Automotive – Electrical Sound Systems	2U Framework 120 Hrs <i>(Wednesday)</i>	1 yr	11 & new 12		5J5BFW
Aviation	2U <i>(Wednesday)</i>	1 yr	11 & new 12		5J6BNW
Business Services	2U Cert II Framework 240 Hrs <i>(Wednesday)</i>	2 yrs	11	✓	5J7BFW
	2U Cert II Framework – Continuing <i>(Wednesday)</i>	1 yr	Cont 12	✓	4J67BFW
	2U Framework <i>Discrete* (Tuesdays)</i>	1 yr	11 & new 12		5J8BFDT
Dental	2U Dental Assisting <i>(Monday)</i>	1 yr	11 & new 12		5J9BNM
Financial Services	2U Framework 240 Hrs - Accounts Administration <i>(Monday)</i>	2 yrs	11	✓	5J10BFM
	2U Framework 240 Hrs - Accounts Administration <i>(Wednesday)</i>	2 yrs	11	✓	5J11BFW
	2U Framework 240 Hrs - Accounts Administration <i>Continuing (Monday)</i>	1 yr	Cont 12	✓	4J76BFM
	2U Framework 240 Hrs - Accounts Administration <i>Continuing (Wednesday)</i>	1 yr	Cont 12	✓	4J77BFW
Information Technology-Networking	2U Framework <i>(Wednesday)</i>	2 yrs	11	✓	5J12BFW
	2U Framework – <i>Continuing (Wednesday)</i>	1 yr	Cont 12	✓	4J68BFW
Media News Journalism	2U <i>(Wednesday)</i>	1 yr	11 & new 12		5J13BNW
Retail Services	2U Framework <i>(Monday)</i>	1 yr	11	✓	5J14BFM
	2U <i>Discrete* (Tuesday)</i>	1 yr	11 & new 12		5J15BFDT
	2U <i>Discrete* - Follow On (Tuesday)</i>	1 yr	FO 12		5J16BFDOT
Tourism - Travel	2U Cert III Travel <i>(Monday)</i>	2 yrs	11	✓	5J17BFM
	2U Cert III Travel <i>(Wednesday)</i>	2 yrs	11	✓	5J18BFW
	2U Cert III Travel <i>Continuing (Monday)</i>	1 yr	Cont 12	✓	4J73BFM
	2U Cert III Travel <i>Continuing (Wednesday)</i>	1 yr	Cont 12	✓	4J79BFW
	2U Framework 240 Hrs <i>Continuing (Wednesday)</i>	1 yr	Cont 12	✓	4J107BMWFW
	2U Specialisation 120Hrs <i>(Wednesday)</i>	1 yr	11		5J24BMWFSW



BLUE MOUNTAINS (BM) College					
Outdoor Recreation	2U Abseiling & Climbing <i>(Block)</i>	1 yr	11 & new 12		5J25BMW NB
	2U Abseiling & Climbing - <i>Follow On (Block)</i>	1 yr	FO 12		5J26BMW NOB
	2U Bushwalking, Abseiling, Climbing, Canyoning & Canoeing <i>(9 day Block)</i>	1 yr	11 & new 12		5J29BMW NB
	2U Cross Country Skiing & Bushwalking <i>(Block)</i>	1 yr	11 & new 12		5J31BMW NB
	2U Cross Country Skiing & Bushwalking - <i>Follow On (Block)</i>	1 yr	FO 12		5J32BMW NOB
Course Name	Description	Duration	Eligibility	ATAR	Course Code
Mount Drutt (M) College					
Automotive	2U Framework 240 Hrs Automotive Body Repair Technology <i>(Monday)</i> <i>Not suitable for students who attended Auto 2014 class</i>	2 yrs	11	✓	5J39MFM
	2U Framework 120 Hrs Panel Beating <i>(Wednesday)</i> <i>Not suitable for students who attended Auto 2014 class</i>	1 yr	11 & new 12		5J40MFW
	2U Framework 120 Hrs Vehicle Painting <i>(Monday)</i> <i>Not suitable for students who attended Auto 2014 class</i>	1 yr	11 & new 12		5J41MFM
	2U Framework 120 Hrs Vehicle Detailing <i>Discrete* (Wednesday)</i> <i>Not suitable for students who attended Auto 2014 class</i>	1 yr	11 & new 12		5J42MFDW
Beauty Therapy	2U Cert IV Beauty <i>(Monday)</i>	1 yr	11 & new 12		5J43MNM
	2U Cert IV Beauty <i>(Wednesday)</i>	1 yr	11 & new 12		5J44MNMW
	2U Cert IV Beauty <i>Follow On (Monday)</i>	1 yr	FO 12		5J45MNO M
	2U Cert IV Beauty <i>Follow On (Wednesday)</i>	1 yr	FO 12		5J46MNO W
	2U Cert IV Beauty <i>Discrete* (Friday)</i>	1 yr	11 & new 12		5J47MND F
Computer (CAD)	2U Computer Aided Drafting <i>(Monday)</i>	1 yr	11 & new 12		5J48MNM
	2U Computer Aided Drafting <i>(Block)</i>	1 yr	11 & new 12		5J122MNB
	2U Computer Aided Drafting <i>Discrete* (Wednesday)</i>	1 yr	11 & new 12		5J49MND W
Electrotechnology	2U Framework 240 Hrs Electrician <i>(Wednesday)</i>	2 yrs	11	✓	5J50MFW
	2U Framework 240 Hrs Electrician - <i>Continuing (Monday)</i>	1 yr	Cont 12	✓	4J7MFW
	2U Framework 240 Hrs - Electronics <i>(Wednesday)</i>	2 yrs	11	✓	5J51MFW
	2U Framework 240 Hrs - Electronics - <i>Continuing (Monday)</i>	1 yr	Cont 12	✓	4J4MFW
Hairdressing	2U Certificate II Hairdressing <i>(Monday)</i>	1 yr	11 & new 12		5J52MNM
	2U Certificate II Hairdressing <i>(Wednesday)</i>	1 yr	11 & new 12		5J53MNMW
	2U Certificate II Hairdressing <i>Discrete* (Thursday)</i>	1 yr	11 & new 12		5J54MND T H
	2U Certificate II- <i>Follow On (Thursday)</i>	1 yr	FO 12		5J55MNOT H
Hospitality	2U Cert II Hospitality 240 Hrs <i>(Wednesday)</i>	2 yrs	11	✓	5J56MFW
	2U Cert II Hospitality 240 Hrs – <i>Continuing (Monday)</i>	1 yr	Cont 12	✓	4J15MFM
Information Technology	2U Framework 240 Hrs (Technical Support) <i>(Wednesday)</i>	2 yrs	11	✓	5J57MFW
	2U Framework 240 Hrs (Technical Support) – <i>Continuing (Wednesday)</i>	1 yr	Cont 12	✓	4J26MFW
	2U Framework 240 Hrs (Web Technology) <i>(Wednesday)</i>	2 yrs	11	✓	5J58MFW



St Clair High School Senior Subject Information Book



	2U Framework 240 Hrs (Web Technology) – <i>Continuing (Wednesday)</i>	1 yr	Cont 12	✓	4J155MFW
	2U Framework 120 Hrs Web Technology – <i>Specialisation (Monday)</i>	1 yr	11 & new 12	✓	5J59MSM
Library and Information Services	2U Library Services 240 Hrs <i>(Monday)</i>	2 yrs	11		5J60MNM
Metals & Engineering	2U Framework Metal Engineering 240 Hrs (Focus on Fabrication) <i>(Monday)</i>	2 yrs	11	✓	5J61MFM
	2U Framework Metal Engineering 240 Hrs (Fitting and Machining) <i>(Monday)</i>	2 yrs	11	✓	5J123MFM
Plumbing	2U <i>(Monday)</i>	1 yr	11 & new 12		5J62MNM
	2U <i>(Wednesday)</i>	1 yr	11 & new 12		5J63MNW
	2U <i>Follow On (Wednesday)</i>	1 yr	FO 12		5J64MNO W
	2U <i>Discrete* (Wednesday)</i>	1 yr	11 & new 12		5J65MND W
Signage (Signcraft)	2U Focus on Digital Imaging 240Hr <i>(Monday)</i>	2 yrs	11		5J66MNM
	2U Focus on Digital Imaging - <i>Continuing (Monday)</i>	1 yr	Cont 12		4J112MNM
Course Name	Description	Duration	Eligibility	ATAR	Course Code
Nepean College – Kingswood (NK) and Penrith (NP) campus					
Animal Studies	2U Introduction <i>(Wednesday)</i>	1 yr	11 & new 12		5J124NKN W
	2U <i>Follow On (Monday)</i>	1 yr	FO 12		5J125NKN OM
Baking	2U <i>(Monday)</i>	1 yr	11 & new 12		5J67NKNM
	2U <i>Discrete* (Monday)</i>	1 yr	11 & new 12		5J68NKND M
Beauty Therapy	2U Introduction <i>(Monday)</i>	1 yr	11 & new 12		5J69NKNM
	2U Introduction <i>(Wednesday)</i>	1 yr	11 & new 12		5J70NKNW
	2U <i>Follow On (Wednesday)</i>	1 yr	FO 12		5J71NKNO M
	2U Cert II Nail Technology <i>(Wednesday)</i>	1 yr	11 & new 12		5J72NKNW
Children's Services	8U over 2 years (Cert III) <i>(Monday & Wednesday)</i>	2 yrs	11		5J73NKFM W
	2U Introduction <i>(Monday)</i>	1 yr	11 & new 12		5J74NKFM
	2U Introduction <i>(Wednesday)</i>	1 yr	11 & new 12		5J75NKFW
	2U <i>Follow On (Wednesday)</i>	1 yr	FO 12		5J76NKFO W
Design Fundamentals	2U Graphic Design <i>(Monday)</i>	1yr	11 & new 12		5J77NKNM
	2U Interior Design <i>(Monday)</i>	1 yr	11 & new 12		5J78NKNM
	2U Cert III Design Fundamentals <i>(Wednesday)</i>	2 yrs	11		5J79NKNW
	2U Cert III Design Fundamentals- Follow on <i>(Wednesday)</i>	1yr	FO 12		5J80NKNO W
Electrotechnology	2U Framework 240 Hrs Air Conditioning and Refrigeration <i>(Monday)</i>	2 yrs	11	✓	5J81NKFM
Financial Services	2U Cert III - Accounts Administration <i>(Monday)</i>	2 yrs	11	✓	5J82NPFM
Floristry	2U Cert II Floristry	1 yr	11 & new 12		5J83NPNW
	2U Cert II Introduction <i>(Monday)</i>	1 yr	11 & new 12		5J84NKNW
Hairdressing	2U Cert II - <i>Follow On (Wednesday)</i>	1 yr	FO 12		5J85NKNO M
Human Services	4U Aged Care Framework Cert III <i>(Monday)</i>	2 yrs	11	✓	5J86NKFM
	4U Aged Care Framework Cert III – <i>Continuing (Wednesday)</i>	1 yr	Cont 12	✓	4J143NKF W
	4U Allied Services Framework – Cert III Jamison Trade School <i>(Monday)</i>	2 yrs	11	✓	5J87NKFM



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	2U Allied Services Framework – Cert III Jamison Trade School – <i>Continuing (Wednesday)</i>	1 yr	Cont 12	✓	4J57NKFw
	4U Human Services Framework – Cert III Nepean College <i>(Monday)</i>	2 yrs	11	✓	5J88NKFm
	2U Human Services Framework – Cert III Nepean College – <i>Continuing (Wednesday)</i>	1yr	Cont 12	✓	4J59NKFw
	4U Human Services Framework – Cert III Jamison Trade School <i>(Wednesday)</i>	2 yrs	11	✓	5J89NKFw
	2U Human Services Framework – Cert III Jamison Trade School – <i>Continuing (Monday)</i>	1 yr	Cont 12	✓	4J61NKFm
Property Services	2U <i>(Wednesday)</i>	1 yr	11 & new 12		5J90NKNw
	2U Fitness <i>(Monday)</i>	1 yr	11 & new 12		5J91NKNm
Sport and Recreation	2U Fitness <i>(Wednesday)</i>	1 yr	11 & new 12		5J92NKNw
	2U Sports Coaching <i>(Wednesday)</i>	1 yr	11 & new 12		5J93NKNw
Tourism - Events	2U Cert III in Events <i>(Monday)</i>	2 yrs	11	✓	5J94NKFm
	2U Cert III in Events – <i>Continuing (Monday)</i>	1 yr	Cont 12	✓	4J53NKFm
Visual Arts & Contemporary Craft	2U Digital Photography <i>(Monday)</i>	1 yr	11 & new 12		5J95NKFm
	2U Digital Photography <i>(Wednesday)</i>	1 yr	11 & new 12		5J96NKFw
Course Name	Description	Duration	Eligibility	ATAR	Course Code
Nirimba (N) College					
	2U Introduction Cert II <i>(Wednesday)</i>	1 yr	11 & new 12		5J97NNw
	2U Introduction Cert II – <i>Continuing (Wednesday)</i>	1 yr	Cont 12		4J124NFW
Children's Services	8U over 2 years(Cert III) <i>(Monday & Wednesday)</i>	2 yrs	11		5J98NNm W
	8U over 2 years(Cert III) – <i>Continuing (Monday & Wednesday)</i>	1 yr	Cont 12		4J123NFM W
Community Services	2U Introduction Cert II <i>(Monday)</i>	1 yr	11 & new 12		5J99NNm
	2U Cert II <i>Follow On (Monday)</i>	1 yr	FO 12		5J127NNm
Construction	2U Framework 240 Hrs <i>(Monday)</i>	2 yrs	11	✓	5J100NFM
	2U Framework 240 Hrs <i>Continuing (Monday)</i>	1 yr	Cont 12	✓	4J122NFM
Entertainment Industry	2U Framework 240 Hrs - Live Production Theatre & Events (Technical Operations) Cert III <i>(Wednesday)</i>	2 yrs	11	✓	5J101NFW
	2U Framework 240 Hrs - Live Production Theatre & Events Cert III - <i>Continuing (Wednesday)</i>	1 yr	Cont 12	✓	4J121NFW
Logistics	2U Cert II <i>(Monday)</i>	1 yr	11		5J102NNm
	2U Cert II <i>Discrete * (Wednesday)</i>	1 yr	11		5J103NND W
Music Industry Foundation	2U Music Business Cert III <i>(Monday)</i>	2 yrs	11		5J104NNm
	2U Music Business Cert III <i>(Wednesday)</i>	2 yrs	11		5J105NNw
	2U Music (Performance) Cert III <i>(Monday)</i>	2 yrs	11		5J106NNm
	2U Music (Performance) Cert III – <i>Continuing (Monday)</i>	1 yr	Cont 12		4J118NNm
	2U Music (Technical Production) Cert III <i>(Monday)</i>	2 yrs	11		5J107NNm
	2U Music (Technical Production) Cert III - <i>Continuing (Monday)</i>	1 yr	Cont 12		4J115NNm



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Course Name	Description	Duration	Eligibility	ATAR	Course Code
Richmond (R) College					
Animal Studies	2U Introduction (<i>Monday</i>)	1 yr	11 & new 12		5J108RNM
	2U Introduction (<i>Wednesday</i>)	1 yr	11 & new 12		5J109RNW
	2U Follow On (<i>Monday</i>)	1 yr	FO 12		5J110RNOM
	2U Follow On (<i>Wednesday</i>)	1 yr	FO 12		5J111RNOW
	2U Animal Studies 2 Year Program (<i>Monday</i>)	2 yrs	11		5J112RN2M
	2U Animal Studies 2 Year Program – Continuing (<i>Monday</i>)	1 yr	12		4J152RN2M
	2U Introduction <i>Discrete*</i> (<i>Tuesday</i>)	1 yr	11 & new 12		5J113RNDT
Farriery	2U Non-framework 240 Hrs (<i>Wednesday</i>)	2 yrs	11		5J114RNW
Horse Industry Skills	2U (<i>Monday</i>)	1 yr	11 & new 12		5J115RNM
Horse Racing Industry	2U (<i>Monday</i>)	1 yr	11 & new 12		5J116RNM
Primary Industries	2U Framework 240Hrs Cert II Horticulture - Landscape (<i>Monday</i>)	2 yrs	11	✓	5J117RFM
	2U Framework 240Hrs Cert II Horticulture – Landscape - Continuing (<i>Wednesday</i>)	1 yr	Cont 12	✓	4J37RFW
	2U Framework Cert II Amenity Horticulture 120 Hrs <i>Discrete*</i> (<i>Friday</i>)	1 yr	11 & new 12	✓	5J118RDFD
	2U Framework Cert II Production Horticulture (<i>Wednesday</i>)	2 yrs	11	✓	5J128RFW
	2U Framework Cert II Production Horticulture 120 Hrs <i>Discrete*</i> (<i>Wednesday</i>)	1 yr	11 & new 12	✓	5J119RFDW
	2U Framework Jackeroo/Jilleroo (<i>Wednesday</i>)	2 yrs	11	✓	5J120RFW
	2U Framework Jackeroo/Jilleroo – Continuing (<i>Monday</i>)	1 yr	Cont 12	✓	4J144RFM
Retail Services	2U Framework 240 Hrs (<i>Wednesday</i>)	2 yrs	11	✓	5J121RFW

Code Breaker:		
The first letter of the code indicates the location:		The last letter of the code indicates the delivery day:
B	- Blacktown College	M - Monday
BMK	- Blue Mountains College - Katoomba campus	T - Tuesday
BMW	- Blue Mountains College - Wentworth Falls campus	W - Wednesday
M	- Mount Druitt College	TH - Thursday
NK	- Nepean College - Kingswood campus	F - Friday
NP	- Nepean College - Penrith campus	MW - Monday and Wednesday
N	- Nirimba College	B - Block
R	Richmond College	ONL - Online
HB	- The Hills College - Baulkham Hills campus	ATAR – Australian Tertiary Admission Rank LDC – Locally Designed Course Discrete * <i>These discrete courses are targeted towards students with a disability and require additional funding support applications through the Support Teacher Transition (government schools) or Disability Support Personnel (non-government schools) .</i>
HC	- The Hills College - Castle Hill campus	
Next letter indicates		
D	- Discrete	
F	- Framework course	
N	- Non-framework course	
O	- Yr 12 Follow-On only	
S	- Specialisation / Extension	
2	- 2 Year program (guarantee)	



Appendix



2015 School Course Costs

General School Contribution	*Senior Textbook Deposit
Years 11 and 12	Years 11 and 12
\$60.00	\$100.00

* The Text Book Deposit is fully refundable upon the return of all textbooks in a satisfactory condition and production of a receipt. It is a once off payment at the start of Year 11. The return of this money occurs at the end of Year 12 through the annual Clearance Day procedures.

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.

Year 11

Creative & Performing Arts	Drama	\$30.00
	Music 1	\$35.00
	Visual Arts	\$50.00
	Ceramics	\$60.00
	Photography / Digital Imaging /Video	\$60.00
	Visual Design	\$50.00
English	English: Advanced, Standard, Studies	\$6.00
Human Society & Its Environment	Aboriginal Studies	\$10.00
	Business Services (VET)	\$20.00
	Business Studies	\$5.00
Mathematics	Mathematics: 2 Unit, General Pathways	\$6.00
Science	Science: Biology	\$10.00
	Science: Chemistry	\$10.00
	Science: Earth & Environmental	\$10.00
	Science: Physics	\$10.00
	Senior Science	\$10.00
Technological & Applied Studies – Home Economics	Food Technology	\$60.00
	Textiles and Design	\$30.00
	Hospitality: Multi Skilling General (VET)	\$90.00
	Exploring Early Childhood	\$20.00
Technological & Applied Studies – Industrial Arts	Design and Technology	\$30.00
	Engineering Studies	\$30.00
	Industrial Tech: Multimedia	\$15.00
	Industrial Technology: Timber	\$70.00
	Construction (VET)	\$60.00

Please note that the fees outlined above are subject to change up to Enrolment Day, 4 December 2014.



Year 10 Subject Selection Timeline 2014

Term	Week	Date	Activity
2	6	3 June	Career Development Day
2	7	11-13 June	Group Interviews
2	9	24 June	Try'a Skill
3	1	17 July	Nepean Careers Market
3	3	28 July	Subject Information Evening for Parents/Students
3	3	30 July	Subject Selection Form distributed to students
3	4	4 August	TVET Applications Open
3	4	7 August	Last day for Subject Selection Form Return to Mr Ralph
3	6	22 August	TVET Applications Close
3	8	2 September	Apprenticeship Expo - Penrith
4	9	4 December	Year 11 2015 Enrolment Day



Personal Subject Study Pattern for Senior High School

Choosing subjects for Year 11 can be confusing and frustrating if you have not taken the time to investigate and think about what you are doing. There are 5 golden rules you need to follow in order to make informed and positive subject choices.

1. Choose subjects you are interested in.
2. Choose subjects you think you will be good at.
3. Don't allow other people make your choices for you, especially not your friends.
4. Don't try and play the 'scaling game', it often doesn't work.
5. Keep all your options open.

In the table below write down the subjects you think you might want to choose to study in Year 11/12 then research your choices.

Subject	BDC/BEC	Category A/B	I like this course because...	I will do well in this course because...

- ☺ To be eligible for an Australian Tertiary Admissions Rank (ATAR) you must have **at least 10 units of Board Developed Courses** (most senior subjects are of 2 unit value).
- ☺ Board Endorsed courses are **not** counted towards the ATAR.
- ☺ Some courses are categorized by the Universities Board as Category B courses. Only **one** of these courses can be counted in the 10 units.

Do you want an ATAR?

YES

☐

NO

☐

Do these courses give you an ATAR?

YES

☐

NO

☐



St Clair High School

Senior Subject Information Book

