

Wollongong



High

SCHOOL OF THE PERFORMING ARTS

2023

YEAR 11 SUBJECT SELECTION BOOKLET

# GETTING READY FOR THE HIGHER SCHOOL CERTIFICATE

How do you become ready for the HSC? There are some important things you must do.

You must complete your Year 10 Course of Study prior to progressing to Years 11 and 12.

You must choose your HSC subjects. There are some rules you need to follow, for example, everybody must do at least two units of English, but the rest is up to you. Some people find the choices easy, others find it harder, but our advice is to choose courses that you are good at, interested in and may use in the future. Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

Also, make sure you ask for information about any pre-requisites for your future study or work plans. If you want an ATAR (Australian Tertiary Admission Rank), check that you are studying at least 10 units of Board Developed Courses.

## The Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award you can achieve in NSW schools. It is an internationally recognised qualification that provides a strong foundation, whether you wish to pursue tertiary study, vocational training or employment.

*Typically about 50% of WHSPA students progress on to university study, so students need to think carefully about whether they need an ATAR or whether they really just want to achieve a Higher School Certificate. Senior courses are demanding, especially those that lead to an examination and require rigorous and high order assessment tasks over the two year period.*

*Students who want to progress on to TAFE, an apprenticeship or other employment should choose subjects that they would enjoy and are capable of doing. It is strongly suggested that these students choose the easier course in English (English Studies), practical courses such as Sport Lifestyle and Recreation, as well as VET courses such as Hospitality, Entertainment, and Construction (all enable Certificate II achievement which is recognised by TAFEs Australia-wide), and possibly a TAFE course.*

## How is Senior High School Structured?

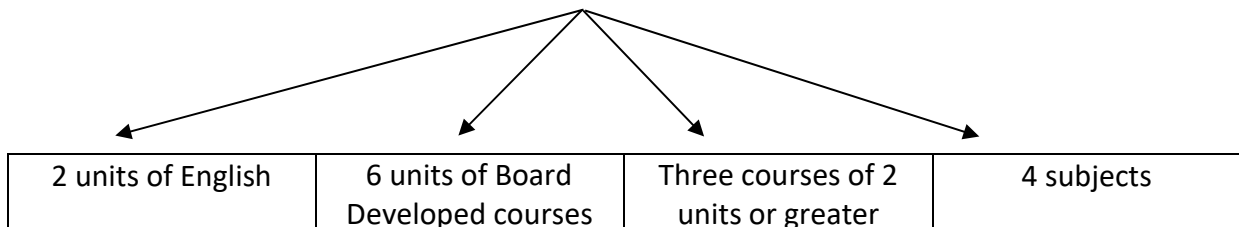
- Most subjects are divided into two components- a Preliminary course followed by a HSC course.
- The Preliminary course is studied during Terms 1, 2 and 3 of Year 11.
- The HSC course generally starts in Term 4 of Year 11.
- To be eligible for a Higher School Certificate, students must complete both the Preliminary and HSC courses in each subject.

All students studying a Preliminary/HSC course must also complete the [HSC: All My Own Work](#) program. This program will be completed by Year 10 students during Term 4.

## What courses do you have to study?

There are some rules about the courses you need to study to achieve a HSC. **You must complete at least 12 Preliminary units (usually studied in Year 11) and 10 HSC units (usually studied in Year 12).** Most courses are worth 2 units although some, including Extension courses, are worth 1 unit. The Preliminary component of a course must be completed before starting the HSC component.

In Year 11 and 12 your subject selection must include at least:



**DON'T BE AFRAID TO ASK QUESTIONS ABOUT SUBJECT SELECTIONS  
AND YOUR FUTURE**

# Categories of Courses

There are two main categories of courses – Board Developed and Board Endorsed.

## Board Developed Courses



ATAR Friendly

These are the courses set and examined (HSC Examination) by the Board of Studies. Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). Board Developed Courses are usually 2 units, with the exception of most Extension Courses (1 unit) and some VET courses.

Wollongong High School of the Performing Arts offers the following Board Developed courses. Check the course descriptions on the nominated pages.

### BOARD DEVELOPED COURSES

English - Standard	Aboriginal Studies
English - Advanced	Business Studies
Preliminary English Extension	Economics
HSC English Extension 1	Geography
HSC English Extension 2	Legal Studies
English Studies (ATAR Exam option)	Society and Culture
English as a Second Language	Music 1
Mathematics Standard (Year 11)	Music 2
Numeracy	Music Extension (HSC)
Mathematics Standard 2 (HSC)	Personal Development Health and Physical Education
Mathematics (Advanced)	Community and Family Studies
Mathematics Extension 1	Drama
HSC Mathematics Extension 2	Dance
Biology	Food Technology
Chemistry	Information Processes and Technology
Earth & Environmental Science	Industrial Technology-Timber
Investigating Science	Industrial Technology-Multimedia
Physics	Textiles and Design
Science Extension (HSC)	Visual Art
Ancient History	French Beginners
Modern History	French Continuers
Extension History (HSC)	Italian Beginners

*\*English Studies and Mathematics 1 have an optional HSC exam, however only one of these or any Category B subject can count towards their ATAR. Students should discuss this with their teacher prior to selecting this course.*

## Board Developed Courses Including VET

ATAR Friendly

VET (Vocational Education and Training) courses contribute towards your HSC and Australian Qualifications Framework (AQF). VET credentials studied whilst at school, recognised by industry and employers throughout Australia, are usually a Certificate III or II and/or a Statement of Competencies achieved towards the relevant Certificate. Board Developed VET courses (**Construction, Entertainment Industry, Hospitality – Kitchen Operations and Hospitality**) have an optional HSC examination, so if you choose to sit the examination your results can also count towards your ATAR. VET courses involve a minimum number of hours in the workplace (35 hours in each year). Only one VET course can count towards your ATAR.

### VOCATIONAL EDUCATION & TRAINING COURSES (SCHOOL BASED)

Construction	Hospitality
Entertainment	Business Services

## Board Endorsed Courses

Not ATAR Friendly

These courses count towards your HSC but do not have an HSC examination and **do not contribute towards calculation of your ATAR.**

Wollongong High School of the Performing Arts offers the following Board Endorsed courses:

### BOARD ENDORSED COURSES

These courses **do not** count towards an ATAR

Marine Studies	Work Studies
Visual Design	Sport, Lifestyle and Recreation
Photography, Video and Digital Imaging	

## Special Education – Life Skills Courses

If you have special education needs you can achieve your HSC by studying HSC Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to gain your HSC. You will need to talk with your Year Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

A list of Life Skills courses is on the Board's website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## EVET Courses and the HSC

EVET courses are externally delivered VET courses that are studied usually through TAFE NSW or through an approved private provider, such as Whitehouse Institute of Design, Australia, Academy of Interactive Entertainment Ltd (AIE). All EVET courses count towards your HSC. Some EVET courses can also be included in your ATAR. Check the list below for proposed EVET courses available through TAFE NSW. Those that can be included in your ATAR are indicated with \*\* on the list below.

Most EVET courses, conducted by TAFE NSW, run in the afternoons, often on a Wednesday or Thursday, starting from 12.30pm onwards and running for approximately 5 hours at either Wollongong Campus (near WHSPA) or Wollongong West Campus (near Wollongong Railway Station). Some courses are also available at Yallah and Shellharbour campuses. Some courses run for one whole day per week, so that students complete 4 units x 1 year ie Preliminary and HSC course in one year rather than the traditional 2 units x 2 years.

**Listed below are the EVET courses that have been on offer through TAFE NSW previously**

**For further information on the EVET courses for 2023 please see Ms Meafou - Careers Adviser**

<u>WOLLONGONG</u>	<u>WOLLONGONG WEST</u>	<u>YALLAH</u>
Automotive – Autobody Refinishing** Construction - Bricklaying** Construction - Carpentry ** Construction - Painting and Decorating** Electrotechnology** Human Services -Health Services Assistance ** Tourism and Events – Events Stream ** Community Services Community Services – IPROWD Computer Aided Drafting Early Childhood Education and Care Plumbing Resources & Infrastructure Signs & Graphics	Information and Digital Technology - Digital Animation** Beauty Services – Makeup Salon Assistant	Primary Industries (Agriculture)** Primary Industries (Horticulture)** Animal Studies  <u>SHELLHARBOUR</u>  Automotive (Light Vehicle Servicing)** Automotive (Heavy Vehicle Servicing)** Business Services** Human Services – Health Services Assistance ** Human Services – Individual Support**(Ageing) Community Services Community Services – IPROWD Early Childhood Education & Care Fitness Maritime Operations Retail

## University Admission

The Australian Tertiary Admissions Rank (ATAR) is calculated by the Universities Admissions Centre (UAC). To be eligible for an ATAR a student must satisfactorily complete at least 10 units (including at least two units of English) of Board Developed Courses. The Board Developed Courses must include at least three courses of two units or greater and at least four subjects.

The ATAR will be based on an aggregate of scaled marks in 10 units of ATAR Courses comprising the best two units of English and the best eight units from the remaining units, subject to the provision that **no more than two units of Category B courses be included**. (For further information visit the Universities Admission Centre website at [www.uac.edu.au](http://www.uac.edu.au)).

### Category B Courses at WHSPA are:

- Construction
- Entertainment Industry
- Hospitality
- Kitchen Operations

As well as courses at TAFE which can contribute to the ATAR. (*See the previous page*). Students will be eligible for a Certificate III, II or Statement of Attainment.

## Flexible study options with HSC Pathways

Most students study the HSC over two years during Years 11 and 12. However, HSC Pathways offer a more flexible program for people who wish to combine their studies with employment or other commitments, such as family care or elite sporting or performing arts pursuits.

## Accumulation

You can take up to five years to complete your HSC studies. The five-year period starts in the first year you complete an HSC course. At the end of the five years, you need to have met all of the HSC requirements.

## School-based Traineeships and Apprenticeships (SBAT)

You can combine HSC study with a part-time traineeship. Traineeships and apprenticeships combine paid work and training and lead to a recognised AQFVET credential. A school-based traineeship or apprenticeship counts towards the HSC and depending on the traineeship/apprenticeship, may contribute to your ATAR. You must speak to your Career's Advisor about these courses of study.

## School Leaving Age

From January 2010 as a result of new legislation, the school leaving age was raised to 17. This was done with the intention of enhancing employment prospects for students. Research demonstrates that early school leavers are two and a half times more likely to be unemployed, earn lower wages and have a poorer quality of life outcomes.

Under the legislation, students will not be able to leave school until they are 17, or have completed the Year 10 Course of Study and have paid work and/or approved education.

## Instructions for Online Subject Selection

Our school is using the WebChoice system by Edval Timetables, to capture subject selection preferences online. Instructions, together with a web-code will be emailed to each student. Instructions are as follows:

**STEP 1:** Click: <https://spring.edval.education/login> and enter your code:

**STEP 2:** Select the subjects you want from the online drop-downs, *in order of your preference*.

Select your reserve subjects in order of preference, which may be used if some courses are full, or there are clashes. There is no guarantee all your subject requests will be granted.

**STEP 3:** Click  to register your preferences online.

**STEP 4:** Click , and keep a copy for your records.

The site prevents subject submissions which don't comply with rules set by the school. You must request at least 12 units but not more than 14. English is mandatory and some subjects require co-requisite subjects to be selected as well. Not all subject combinations are permitted.

**STEP 5:** You may log back in again anytime up to the form closure date, **Monday 8<sup>th</sup> August 9 am** if you want to check or change your preferences. After this date, you may only view your preferences, as changes will not be permitted.

### Points to note when selecting subjects

- Your first choice is English, which is compulsory. Choose the English course you wish to undertake from the drop-down list.
- Priority 2 should be the subject you most wish to study.
- Continue to make your choices in order of their importance to you, as far as Priority 6.
- Extension English and Extension Mathematics are optional. You should check with your English and/or Mathematics teacher if you are considering one or both of these. If you wish to study one or both of these options, you may choose up to 14 units. Please be aware that this may result in lessons either before or after normal school time.
- **No more than 6 units of Science courses can be counted in your 12 Units.**
- To be eligible for an ATAR (Australian Tertiary Admissions Rank) you must study a minimum of 10 units of Board Developed Courses in the HSC year. Only one 2 unit Category B course can be included.
- You are asked to include 2 reserve preferences in case a subject you have chosen does not run. All decisions on which subjects run will be made by the Principal.
- Once you have finished making your selections, click the "submit" button.

**Please note:** if you do not have internet access at home arrangements can be made to submit your choices using the school's computers.



# COURSE DESCRIPTIONS

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)

<b>Green:</b>	Board Developed Courses – Count towards an ATAR
<b>Orange:</b>	Board Developed Courses – Only one Category B subject can count towards ATAR
<b>Yellow:</b>	Board Developed VET courses - Only one VET Category B subject can count towards your ATAR
<b>Blue:</b>	Board Endorsed Course - count towards HSC but do not count towards an ATAR

**Board Developed  
Courses  
ATAR Friendly**

# English (Standard)

ATAR Friendly

2U Board Dev

Category A

2 units for Year 11 (Preliminary) and Year 12 (HSC).

**Exclusions:** English Advanced; English Studies; English EAL/D; English Extension

## Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

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

## Content

### Year 11

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.

### Year 12

The course has two sections:

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

## Course Requirements

Across the English Standard Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

### Year 11

Students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

### Year 12

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences.

# English (Advanced)

ATAR Friendly

2U Board Dev

Category A

2 units for Year 11 (Preliminary) and Year 12 (HSC).  
Board Developed Course.

**Exclusions:** English Standard; English Studies; English EAL/D

## Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

## Content

### Year 11

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

### Year 12

The course has two sections:

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

## Course Requirements

Across the English Advanced Stage 6 course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

### Year 11

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

### Year 12

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences.

# Preliminary English Extension, HSC English Extension 1, HSC English Extension 2

ATAR Friendly

2U Board Dev

Category A

## Prerequisites:

- (a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12  
(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

**Exclusions:** English Standard; English Studies; English EAL/D.

## Course Description

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

## Content

### Year 11

The course has one mandatory module: Texts, Culture and Value as well as a related research project.

### Year 12

English Extension 1 course – The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are

- Literary homelands
- Worlds of upheaval
- Reimagined worlds
- Literary mindscapes
- Intersecting worlds
- English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

## Course Requirements

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

### Year 11

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

### Year 12

In the English Extension 1 course students are required to study:

- at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2020–2023 document)
- at least TWO related texts.
- In the English Extension 2 course students are required to:
- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in ONE of the following forms:
  - short fiction
  - creative non-fiction
  - poetry
  - critical response
  - script – short film, television, drama
  - podcasts – drama, storytelling, speeches, performance poetry
  - multimedia.

# English EAL/D

ATAR Friendly

2U Board Dev

Category A

2 units for Year 11 (Preliminary) and Year 12 (HSC).

## Exclusions:

English Advanced; English Standard; English Studies; English Extension

Eligibility rules apply. The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. The eligibility rules for this course are available on the ACE website.

## Course Description

In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts. In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.

In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.

## Content

### Year 11

- Students study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are Language and Texts in Context, Close Study of Text and Texts and Society.
- Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.

### Year 12

- Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.
- The fourth module, Focus on Writing, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses.

## Course Requirements

Across the English EAL/D Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

### Year 11

Students are required to:

- study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each module.

### Year 12

Students are required to:

- study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- study at least one related text in Module A: Texts and Human Experiences
- engage in speaking and listening components in each module.

# English Studies

ATAR Friendly

2U Board Dev

Category B

2 units for Year 11 (Preliminary) and Year 12 (HSC).  
Board Developed Course.

**Exclusions:** English Advanced; English Standard; English EAL/D; English Extension 1 & 2

## Course Entry Guidelines

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

**Due to changes in the English Studies course, students considering choosing this course should be advised that:**

- **English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.**
- **Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.**
- **Students who choose not to sit for the English Studies HSC examination will still be eligible for the HSC.**
- **The status of ATAR eligibility is not yet determined.**

## Course Description

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

## Content

### Year 11

- Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.
- The HSC Common Content consists of one module *Texts and Human Experiences* which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

Across the English Studies Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

Students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

**In addition** to the above requirements, students in Year 12 **only** are required to:

Study ONE text from a prescribed text list and one related text for the Common Module – Texts and Human Experiences.

# Numeracy Stage 6

Content Endorsed Course

Not ATAR Friendly

2U Board Endorsed

Category C

**Exclusions:** Nil.

The Numeracy CEC can be studied as a stand-alone course or in conjunction with the Mathematics Standard course, where the student would benefit from additional learning opportunities to strengthen their numeracy development. It is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills, and would not benefit from studying this course.

## Course Description

The Numeracy Content Endorsed Course (CEC) is focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The Numeracy CEC supports students to develop the core numeracy skills required to become active and successful participants in society. When students become functionally numerate, they are able to manage a situation or solve a problem in everyday contexts. This course offers students the opportunity to develop the numeracy and mathematics skills required for everyday life after school and to prepare for post-school options including employment or further training.

The course is aligned to the Australian Core Skills Framework Level 3, a nationally agreed level of functional numeracy. This is the level required to pass the HSC minimum standard in numeracy and thus be eligible for the award of an HSC, and this course will support students to meet this level.

Numeracy Stage 6 is designed for those students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11.

## Topics

As a content endorsed course, Numeracy Stage 6 offers teachers and students the flexibility to determine the nature and emphasis of learning and assessment according to local priorities. The focus of the course is on building functional and practical skills. Topics may include:

- Budgeting
- Earning and spending money
- Using probability in everyday situations
- Interpreting statistics in the media
- Understanding plans and maps



# Year 11 Mathematics Standard (BDC\*)/HSC Mathematics Standard 2 (BDC\*) Pathway



Year 11 Mathematics Standard  
HSC Mathematics Standard 2

2 units Year 11 (Board Developed Course\*)  
2 units HSC (Board Developed Course\*)

## Prerequisites:

The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and with the following substrands of Stage 5.2 - Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability. Consequently, content in the NSW *Mathematics K–10 Syllabus* up to and including this level is also implicit in this syllabus.

## Exclusions:

Students may not study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics Standard course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics Standard 2 course.

## Course Description

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically. Mathematical thinking is supported by an atmosphere of questioning, communicating, reasoning and reflecting and is engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

All Mathematics Stage 6 syllabuses provide opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, in all courses students are encouraged to learn to use appropriate technology as an effective support for mathematical activity.

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent Stage 6 subjects.

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

Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.

## Main Topics Covered

Year 11 Mathematics Standard Course

Topics:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

HSC Mathematics Standard 2 Course

Topics:

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

# Mathematics (Advanced)

ATAR Friendly

2U Board Dev

Category A

2 units Year 11 (Preliminary) Board Developed Course.

2 units Year 12 (HSC) Board Developed Course.

## Prerequisites:

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

## Exclusions:

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

## Course Description

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.
- The study of Mathematics Advanced in Stage 6:
  - enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
  - provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
  - provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
  - provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
  - provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

## Content

### Year 11

Topic: Functions

Working with Functions

Topic: Trigonometric Functions

Trigonometry and Measure of Angles

Trigonometric Functions and Identities

Topic: Calculus

Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

Logarithms and Exponentials

Topic: Statistical Analysis

Probability and Discrete Probability Distributions

### Year 12

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

# Mathematics Extension 1

ATAR Friendly

2U Board Dev

Category A

1 unit Year 11 (Preliminary) Board Developed Course.

1 unit Year 12 (HSC) Board Developed Course.

## Prerequisites:

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

## Exclusions:

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

## Course Description

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.
- The study of Mathematics Extension 1 in Stage 6:
  - enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
  - provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
  - provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
  - provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
  - provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

## Content

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

### Year 11

Topic: Functions

Further Work with Functions

Polynomials

Topic: Trigonometric Functions

Inverse Trigonometric Functions

Further Trigonometric Identities

Topic: Calculus

Rates of Change

Topic: Combinatorics

Working with Combinatorics

### Year 12

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

# Mathematics Extension 2 (HSC Only)

ATAR Friendly

2U Board Dev

Category A

1 unit Year 12 (HSC) Board Developed Course

## Prerequisites:

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

## Exclusions:

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

## Course Description

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

The study of Mathematics Extension 2 in Stage 6:

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

## Content

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

### Year 12

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Vectors

- Further Work with Vectors

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of Calculus to Mechanics

# Biology

1 units for each of Preliminary and HSC  
Board Developed Course  
**Exclusions:** Nil

ATAR Friendly

2U Board Dev

Category A

## Course Description

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

## Content

### Year 11

The Year 11 course consists of four modules.

**Module 1** Cells as the Basis of Life

**Module 2** Organisation of Living Things

**Module 3** Biological Diversity

**Module 4** Ecosystem Dynamics

### Year 12

The Year 12 course consists of four modules.

**Module 5** Heredity

**Module 6** Genetic Change

**Module 7** Infectious Disease

**Module 8** Non-infectious Disease and Disorders

## **Course Requirements**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

**Fieldwork is also mandated in Year 11** and is an integral part of the learning process.

# Chemistry

2units for each of Preliminary and HSC  
Board Developed Course



**Exclusions:** Nil

## Course Description

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

## Content

### Year 11

The Year 11 course consists of four modules.

**Module 1** Properties and Structure of Matter

**Module 2** Introduction to Quantitative Chemistry

**Module 3** Reactive Chemistry

**Module 4** Drivers of Reactions

### Year 12

The Year 12 course consists of four modules.

**Module 5** Equilibrium and Acid Reactions

**Module 6** Acid/base Reactions

**Module 7** Organic Chemistry

**Module 8** Applying Chemical Ideas

## Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

# Earth and Environmental Science

**Course No:** 15100

2 units for each of Preliminary and HSC

Board Developed Course



**Exclusions:** Nil

## Course Description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

## Content

### Year 11

The Year 11 course consists of four modules.

**Module 1** Earth's Resources

**Module 2** Plate Tectonics

**Module 3** Energy Transformations

**Module 4** Human Impacts

### Year 12

The Year 12 course consists of four modules.

**Module 5** Earth's Processes

**Module 6** Hazards

**Module 7** Climate Science

**Module 8** Resource Management

## Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

# Physics

Two units for each of Preliminary and HSC Board Developed Course

ATAR Friendly

2U Board Dev

Category A

## Course Description

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

## Content

### Year 11

The Year 11 course consists of four modules.

**Module 1** Kinematics

**Module 2** Dynamics

**Module 3** Waves and Thermodynamics

**Module 4** Electricity and Magnetism

### Year 12

The Year 12 course consists of four modules.

**Module 5** Advanced Mechanics

**Module 6** Electromagnetism

**Module 7** The Nature of Light

**Module 8** From the Universe to the Atom

## Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.



# Investigating Science

Board Developed Course

## Exclusions: Nil

Two units for each of Preliminary and HSC  
Board Developed Course

ATAR Friendly

2U Board Dev

Category A

## Course Description

**Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.**

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

## Content

### Year 11

The Year 11 course consists of four modules.

**Module 1** Cause and Effect – Observing

**Module 2** Cause and Effect – Inferences and Generalisations

**Module 3** Scientific Models

**Module 4** Theories and Laws

### Year 12

The Year 12 course consists of four modules.

**Module 5** Scientific Investigations

**Module 6** Technologies

**Module 7** Fact or Fallacy?

**Module 8** Science and Society

## Course Requirements

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

# Science Extension

Board Developed Course

1 unit for Year 12 (HSC).

**Exclusions:** Nil

ATAR Friendly

1U Board Dev

Category A

**Note:** Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

## Course Description

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

## Content

### Year 12

The Year 12 course consists of four modules.

**Module 1** The Foundations of Scientific Thinking

**Module 2** The Scientific Research Proposal

**Module 3** The Data, Evidence and Decisions

**Module 4** The Scientific Research Report

## Course Requirements

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

# HSC Ancient History

Two units for each of Preliminary and HSC  
Board Developed Course

ATAR Friendly

2U Board Dev

Category A

**Exclusions:** Nil

## Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

## Content

### Year 11

The Year 11 course comprises three sections.

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')
  - Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (40 indicative hours)
  - Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 11.

### Year 12

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours)
- One 'Personalities in their Times' topic (30 indicative hours)
- One 'Historical Periods' topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

## Course Requirements

### Year 11

In the Year 11 course, students undertake at least two case studies.

- One case study must be from Egypt, Greece, Rome or Celtic Europe, and
- One case study must be from Australia, Asia, the Near East or the Americas.

### Year 12

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

Egypt  
Near East  
China  
Greece  
Rome.

# HSC Modern History

2 units for each of Preliminary and HSC  
Board Developed Course

ATAR Friendly

2U Board Dev

Category A

**Exclusions:** Nil

## Course Description

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

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

## Content

### Year 11

The Year 11 course comprises three sections.

- Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')
  - Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.
- Historical Investigation (20 indicative hours)
- The Shaping of the Modern World (40 indicative hours)
  - At least one study from 'The Shaping of the Modern World' is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

### Year 12

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One 'National Studies' topic (30 indicative hours)
- One 'Peace and Conflict' topic (30 indicative hours)
- One 'Change in the Modern World' topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

## Course Requirements

### Year 11

In the Year 11 course, students undertake at least two case studies.

- One case study must be from Europe, North America or Australia, and
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

### Year 12

Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

# HSC History Extension

ATAR Friendly

2U Board Dev

Category A

1 unit for Year 12 (HSC).

## Prerequisites:

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

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

**Exclusions: Nil**

## Course Description

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

## Content

The course comprises two sections.

### Constructing History (Minimum 40 indicative hours)

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

### History Project (Maximum 20 indicative hours)

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

## Course Requirements

The course requires students to undertake:

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

# Aboriginal Studies

ATAR Friendly

2U Board Dev

Category A

Two units for each of Preliminary and HSC  
Board Developed Course  
Exclusions: Nil

## Course Description

The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities.

Students apply research and inquiry methods through the completion of a major project.

## Main Topics Covered

### Preliminary Course

- **Part I: Aboriginality and the Land (20%)**
  - Aboriginal peoples' relationship to Country
  - Dispossession and dislocation of Aboriginal peoples from Country
  - Impact of British colonisation on Country
- **Part II: Heritage and Identity (30%)**
  - The Dreaming and cultural ownership
  - Diversity of Aboriginal cultural and social life
  - Impact of colonisation on Aboriginal cultures and families
  - Impact of racism and stereotyping
- **Part III: International Indigenous Community: Comparative Study (25%)**
  - Location, environment and features of an international Indigenous community
  - Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- **Part IV: Research and Inquiry Methods: Local Community Case Study (25%)**
  - Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

### HSC Course

- **Part I – Social Justice and Human Rights Issues (50%)**
  - **A Global Perspective (20%)**  
Global understanding of human rights and social justice
  - **B Comparative Study (30%)**  
A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal community for each topic (20%)**
  - **A Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses
  - **B Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project (30%)** Choice of project topic based on student interest.

## Particular Course Requirements

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork

# Business Studies

2 units for each of Preliminary and HSC  
Board Developed Course  
**Exclusions:** Nil



## Course Description

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

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

## Preliminary Course

- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise [HSC Course](#)
  
- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

# Economics

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

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

## Main Topics Covered

### Preliminary Course

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

### HSC Course

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



# Geography

2 units for each of Preliminary and HSC  
Board Developed Course



**Exclusions:** Nil

## Course Description

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

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

## Preliminary Course

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student's own choosing.

## HSC Course

- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

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

## Particular Course Requirements

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

# Legal Studies

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Nil

## Course Description

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

## Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. **This section may be integrated with Part I and Part II.**

## HSC Course

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

**Two** options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

Each topic's **themes and challenges** should be integrated into the study of the topic.

## Particular Course Requirements

No special requirements

# Society and Culture

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. 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).

## Preliminary Course

- The Social and Cultural World – the interaction between aspects of society and cultures
- Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings.
- Intercultural Communication – how people in different cultures interact and communicate.

## HSC Course

### Core

- Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country
- The Personal Interest Project – an individual research project.

### Depth Studies

Two to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems – role of belief systems in societies, cultures and personal life
- Social Inclusion and exclusion
- Social conformity and nonconformity

### Particular Course Requirements

Completion of Personal Interest Project.

# Community and Family Studies

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC Board  
Developed Course

**Exclusions:** Nil

## Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

## Main Topics Covered

### Preliminary Course

- **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 (approximately 40% of course time).
- **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).

### HSC Course

- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

### HSC Option Modules

Select **one** of the following (approximately 25% of course time):

- **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.
- **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

## Particular Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

# Dance

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC  
Board Developed Course

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

## Preliminary Course

Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class).

## HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

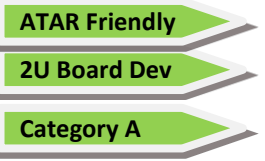
- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

## Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

# Drama



2 units for each of Preliminary and HSC  
Board Developed Course

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

## Course Description

The study of Drama Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. The skills and knowledge acquired through the study of Drama may be further developed and employed in a variety of professions including, but not confined to, theatre, media, communications and community cultural development. This syllabus provides opportunities for students to develop a range of skills and the opportunity to concentrate on areas of personal interest. It is designed for students who have completed the Drama Years 7–10 Elective course **and for those who are studying Drama for the first time.**

## Preliminary Course

Content covered comprises Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

## HSC Course

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

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

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

Assessment:

Theory 40%      Practical 60%

## Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. Drama develops higher order thinking skills considered essential for further education. Students work as individuals and as members of groups to construct work developing the key competencies of **planning and organising activities** and **working with others and in teams.**

# Industrial Technology – Multimedia Technologies

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC  
Board Developed Course

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

## Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

## Main Topics Covered

### Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

### HSC Course

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

- Industry Study (15%)
- Major Project (60%)
  - Design, Management and Communication
  - Production
- Industry Related Manufacturing Technology (25%)

### Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

# Food Technology

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC  
Board Developed Course

## Course description

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

## What students learn

### Preliminary course

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

### HSC course

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

## Course requirements

There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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



# Industrial Technology – Timber Products & Furniture Technologies

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC  
Board Developed Course

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

## Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

## Main Topics Covered

### Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

### HSC Course

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

- Industry Study (15%)
- Major Project (60%)
  - Design, Management and Communication
  - Production
- Industry Related Manufacturing Technology (25%)

### Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

# Information Processes and Technology



2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Computing Applications CEC

## Course Description

Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

## Main Topics Covered

### Preliminary Course

- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%) [HSC](#)

### Course

- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

## Particular Course Requirements

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

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

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

# Textiles and Design

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016

## Course Description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

## Main Topics Covered

### Preliminary Course

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

### HSC Course

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

### Particular Course Requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

# Music 1

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Music 2

## Course Description

The aim of Music 1 Stage 6 is to provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives. The study of Music 1 Stage 6 provides students with knowledge and skills required for University and tertiary institutions. The Music 1 syllabus enables students to study genres of music that interest them. Within their topic studies students develop and refine their performance, musicology, composition and aural skills.

## Main Topics Covered

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

- An instrument and its repertoire
- Australian music
- Baroque music
- Jazz
- Medieval music
- Methods of notating music
- Music and religion
- Music and the related arts
- Music for large ensembles
- Music for radio, film, television and multimedia
- Music for small ensembles
- Music in education Music of a culture (Preliminary course)
- Music of a culture (HSC course)
- Music of the 18th century
- Music of the 19th century
- Music of the 20th and 21st centuries
- Popular music
- Renaissance music
- Rock music
- Technology and its influence on music
- Theatre music

## Particular Course Requirements

### HSC course

In addition to core studies in performance, composition, musicology and aural, students select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the course.

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

# Music 2

2 units for each of Preliminary and HSC  
Board Developed Course  
**Exclusions:** Music 1



## Course Description

The study of Music 2 Stage 6 provides students with knowledge and skills that are required for University and tertiary institutions. The syllabus enables students to explore genres of music that interest them through a deep exploration of the Concepts of Music. Students engage in a variety of learning experiences; performance, composition, musicology and aural.

## Preliminary course

In the Preliminary course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study one mandatory topic covering a range of content and one additional topic in each year of the course.

In the Preliminary course, the mandatory topic is Music 1600–1900. The additional topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.

## HSC course

In the HSC course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study one mandatory topic covering a range of content and one additional topic in each year of the course. The additional topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres.

In the HSC course, the mandatory topic is Music of the Last 25 Years (Australian focus).

## Particular Course Requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology.

Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC.

The additional topic studied in the HSC must be different to the topic studied in the Preliminary course.

Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work.

All students will be required to develop a composition portfolio for the core composition.

# HSC Music Extension Course



ATAR Friendly

2U Board Dev

Category A

1 unit/60 hour course  
Board Developed Course

## **Prerequisites:**

Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.

## **Exclusions:**

Music 1; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

## **Course Description**

The Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

## **Particular Course Requirements**

Students selecting Performance as their area of specialisation will be required to present an ensemble piece within their performance program. Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work.

# Personal Development, Health and Physical Education

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

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.

## Preliminary Course

### Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

### Optional Component (40%)

Students select **two** of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

## HSC Course

### Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

### Optional Component (40%)

Students select **two** of the following options:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

## Particular Course Requirements

# Visual Arts

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC  
Board Developed Course

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

## Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'Body of Work' in the HSC course which constitutes 50% of their final mark. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts. Students who have not chosen Visual Arts as an elective in Stage 5 are still eligible to select Visual Arts in Stage 6.

**Preliminary Course** learning opportunities focus on:

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

**HSC Course** learning opportunities focus on:

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

## Particular Course Requirements

### Preliminary Course:

- Artworks in at least two expressive forms and use of a Visual Arts Process Diary
- a broad investigation of ideas in art making, art criticism and art history.

### HSC Course:

- development of a Body of Work and use of a Visual Arts Process Diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.



# French Beginners

2 units for each of Preliminary and HSC Board  
Developed Course

ATAR Friendly

2U Board Dev

Category A

**Exclusions:** French Continuers; French Extension – strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board’s *ACE Manual*.

## Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

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

Students’ skills in and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts such as magazine articles, songs, French movies and cultural experiences.

## Main Topics Covered

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

**Particular Course Requirements - \$25** (to cover online subscription to Education Perfect per year of study)

# French Continuers

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC Board  
Developed Course

**Prerequisites:** Year 10 French or equivalent knowledge is assumed. 200-400 hours study of the language or equivalent knowledge is assumed.

**Exclusions:** French Beginners

## Course Description

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Prescribed Themes	Mandatory Topics
The individual	Personal identity Relationships School life and aspirations Leisure and interests
The French-speaking communities	Daily life/lifestyles Arts and entertainment
The changing world	Travel and tourism The world of work Current issues The young people's world

**Particular Course Requirements – \$25** (to cover online subscription to Education Perfect per year of study)

# Italian Beginners

ATAR Friendly

2U Board Dev

Category A

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Italian Continuers; Italian Extension – strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's *ACE Manual*.

## Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian.

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

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

## Main Topics Covered

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

**Particular Course Requirements - \$25** (to cover online subscription to Education Perfect per year of study)

# Board Developed VET Courses

**Only one VET course can count towards an ATAR**

## **General**

VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and will also receive a nationally recognised industry based qualification.

## **Framework and Non Framework Courses**

VET courses are generally broken into two groups, Industry Curriculum Framework (ICF) courses and Board Endorsed Courses (BEC). Both groups will provide units of credit towards the students HSC. Similarly both groups will give students access to a nationally recognised qualification.

Industry Curriculum Framework courses are category B subjects for the purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR is the main method of determining university admission for students seeking university admission at the end of year 12.

**Note: Students must complete a 240 hour Industry Curriculum Framework Course to sit the optional HSC examination.**

**Only ONE Category B course may be used towards the student's ATAR.**

**Board Endorsed Courses cannot be used towards the ATAR.**

## **Assessment Procedures**

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments are generally practical in nature and reflect the type of tasks that would be required to be performed in the workplace, however written tasks may be used to assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios, practical demonstrations, as well as pen and paper tasks. Students are deemed either competent or not yet competent following an assessment task.

No grades or marks are awarded through competency based assessments. The school will provide an assessment schedule for each VET course.

## **Optional External HSC Examination**

Industry Curriculum Framework courses have an optional external HSC exam for students wishing to include their mark in the calculation of the ATAR. Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course: **Business Services**  
 Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total  
**Category B for Australian Tertiary Admission Rank (ATAR)**

By enrolling in a VET qualification with Public Schools NSW Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business (Release 1) <https://training.gov.au/training/details/bsb30120> .

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

**Students must complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.**

#### Units of Competency

##### Core

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXC301	Engage in workplace communication

Refer to the TAS for the qualification packaging rules.

##### Electives

BSBTEC202	Use digital technologies to communicate in the work environment
BSBTEC303	Create electronic presentation
BSBOPS201	Work effectively in business environments
BSBINS302	Organise workplace information
BSBTEC301	Design and produce business documents
BSBTEC201	Use business software applications
BSBPEF301	Organise personal work priorities

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

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

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• working within the business services industry involves customer (client) service</li> <li>• using technology to organise information</li> </ul> | <ul style="list-style-type: none"> <li>▪ creativity</li> <li>▪ critical thinking</li> <li>▪ problem solving</li> </ul> |
|--|--|

#### Examples of occupations in the business services industry:

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• medical administration</li> <li>• clerical worker</li> </ul> | <ul style="list-style-type: none"> <li>• office administration</li> <li>• receptionist</li> </ul> | <ul style="list-style-type: none"> <li>• information desk operator</li> <li>• records and information administration</li> </ul> |
|---|---|---|

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

#### External Assessment (optional HSC examination for ATAR purposes)

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - \$35**

**HSC -\$35**

#### Refunds

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

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

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: **Construction**  
 Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total  
**Category B for Australian Tertiary Admission Rank(ATAR)**

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) <https://training.gov.au/Training/Details/CPC20220> and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20120> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

**Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.**

**Units of Competency**

**Core Units**

<a href="#">CPCCWHS2001</a>	Apply WHS requirements, policies and procedures in the Construction Industry
<a href="#">CPCCOM1012</a>	Work effectively and sustainably in the Construction Industry
<a href="#">CPCCOM1013</a>	Plan and organise work
<a href="#">CPCCVE1011</a>	Undertake a basic construction project
<a href="#">CPCCOM1015</a>	Carry out measurement and calculations

**Refer to the TAS for the qualification packaging rules.**

**Elective Units**

<a href="#">CPCCCM1011</a>	Undertake basic estimation and costing
<a href="#">CPCCOM2001</a>	Read and interpret plans and specifications
<a href="#">CPCCCA2002</a>	Use carpentry tools and equipment
<a href="#">CPCCCA2011</a>	Handle carpentry materials
<a href="#">CPCCCM2006</a>	Apply basic levelling procedures
<a href="#">CPCCCM2005</a>	Use construction tools and equipment
<a href="#">CPCCWHS1001</a>	Prepare to work safely in the construction industry

**One Option from the following will be undertaken at the discretion of the VET Coordinator:**

Option 1	CPCCBL2001 Handle and prepare bricklaying and blocklaying materials CPCCBL2002 Use bricklaying and blocklaying tools and equipment
Option 2	CPCCWF2002 Use wall and floor tiling equipment CPCCCM2013 Undertake basic installation of wall tiles
Option 3	CPCCJN2001 Assemble components CPCCJN3004 Manufacture and assemble joinery components

**White Card**

CPCCWHS1001 - Prepare to work safely in the construction industry.  
**The General Construction Induction Training (White Card) will be delivered as part of this course.**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.  
 A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.

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

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

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.</li> </ul> | <ul style="list-style-type: none"> <li>This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.</li> </ul> |
|--|--|

**Examples of occupations in the construction industry:**

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites</li> </ul> | <ul style="list-style-type: none"> <li>Carpentry</li> <li>Joinery</li> </ul> | <ul style="list-style-type: none"> <li>Bricklaying</li> <li>builder's labourer.</li> </ul> |
|--|--|--|

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

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

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - \$90      HSC - \$90**  
**Plus approx.. \$100 for White Card Course (mandatory)**


**Refunds**

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

A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2023 Course Descriptor Construction Public Schools NSW Wagga Wagga, RTO 90333      V1.2 Updated March 2022      *Disclaimer: If you require accessible documents, please contact your VET coordinator for support*

		<b>2023 ENTERTAINMENT INDUSTRY COURSE DESCRIPTOR</b> <b>CUA30420 Certificate III in Live Production and Technical Services</b> <b>Public Schools NSW, Wagga Wagga, RTO 90333</b>	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.			
<b>Course: Entertainment Industry</b> Board Developed Course (240 hour + 60 specialisation study)		2 or 5 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)	
<p>By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of <a href="#">CUA30420 - Certificate III in Live Production and Technical Services (Release 1)</a>.</p> <p>You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all 15 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>			
<b>Recommended Entry Requirements</b> <b>Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in the entertainment industry. They should be able to use a personal digital device including a personal computer or laptop.</b>			
<b>Units of Competency</b>			
<b>Core</b> CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry.		<b>*Additional units required for 60-hour specialisation study (SS)</b> <b>Core</b> CUAPPR314 Participate in collaborative creative projects BSBPEF301 Organise personal work priorities	
<b>Electives</b> CPCCWHS1001 Prepare to work safely in the construction industry CUASOU306 Operate sound and reinforcement systems CUAWHS312 Apply work health and safety practices CUALGT311 Operate basic lighting CUASTA311 Assist with production for live performances CUAVSS312 Operate vision systems CUASMT311 Work effectively backstage during performances CUASTA212 Assist with bump in bump out of shows CUASOU331 Undertake live audio operations SITXCCS006 Provide service to customers		<b>Elective</b> CUALGT314 Install and Operate follow spots  Online White Card courses are NOT recognised by the Department of Education.	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
Working within the Live production and Technical Services Industry involves: <ul style="list-style-type: none"> <li>Technical production</li> <li>customer (client) service</li> </ul>		<ul style="list-style-type: none"> <li>teamwork</li> <li>using digital technologies</li> <li>creating documents</li> </ul>	
<b>Examples of occupations in the Live Production and Technical Services Industry:</b> There are many career choices across the entertainment industry. Some jobs are highly creative or technical, while others are management or customer service oriented. Expertise in technical production is sought after in a range of live performance and event contexts. Key industry priorities are to ensure maintenance and improvement of technical skills and expand capacity to utilise opportunities offered by digital technology, as well as training and development for a new generation of skilled workers to meet workforce needs. Examples are: Front of House Assistant, Technical Assistant (Productions), Special Effects Assistant, Assistant Sound Technician, Follow Spot Operator, Runner, Props Assistant, Technical Production Assistant (Remote Area), Sound Assistant, Assistant Scenic Artist, Stagehand, Lighting, Audio and Staging Assistant, Production Crew, Stage Door Attendant, and Lighting Systems Technician. It also provides a pathway to other roles in			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. The HSC specialisation study includes an additional 60 hours of course work.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.			
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
<b>Course Cost: Preliminary - \$100      HSC - \$100</b> <b>Plus approx. \$100 for White Card Training (mandatory)</b>		<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy.	
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2023 Course Descriptor CUA30420 Certificate III in Live Production and Technical Services Public Schools NSW, Wagga Wagga, RTO 90333 V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support.</i>			



This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

**Course: Hospitality**  
 Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total  
 Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) <https://training.gov.au/Training/Details/SIT20316>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

**Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop.**

#### Units of Competency

Core		Electives	
BSBWOR203	Work effectively with others	SITXFSA001	Use hygienic practices for food safety
SITXCOM002	Show social and cultural sensitivity	SITHFAB004	Prepare and serve non-alcoholic beverages
SITXWHS001	Participate in safe work practices	SITHFAB005	Prepare and serve espresso coffee
SITHIND002	Source and use information on the Hospitality Industry	SITHFAB007	Serve food and beverage
SITXCCS003	Interact with customers	SITHCCC001	Use food preparation equipment
SITHIND003	Use hospitality skills effectively	SITXFSA002	Participate in safe food handling practices
		BSBSUS201	Participate in environmentally sustainable work practices
		BSBCMM201	Communicate in the workplace

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

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

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service
- teamwork
- using technologies
- creating documents

- café attendant
- catering assistant
- food and beverage attendant

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

#### External Assessment (optional HSC examination for ATAR purposes)

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

#### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - \$130      HSC - \$110**

#### Refunds

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

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

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

# **Board Endorsed Courses**

**These count towards an HSC but not an ATAR**

# Marine Studies

Not ATAR Friendly

2U Board Endorsed

Category C

Content Endorsed Course

**Exclusions:** Nil

## Course Description

The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Of the thirty-three animal phyla, twenty-eight are found in the sea and thirteen are exclusively marine. Internationally, the oceans are viewed alternately as areas rich in minerals and marine life which can supply our needs virtually without limit, or as repositories for agricultural, industrial and domestic waste.

Nationally, the United Nations declaration of the Australian Exclusive Economic Zone in 1994 effectively doubled this country's size and responsibilities. Australia now controls an area of the oceans that is 1.3 times the size of its land mass.

At a time of pressure on the marine environment there is a recognised need to deliver sound marine educational programs through formal structures within state and national curricula. Australians must be aware of and understand this fragile environment, and consider how to effectively manage 69 630 km of coastline, 14.8 million square kilometres of continental shelf, 12 000 islands, 783 major estuaries and the life they contain.

Marine Studies provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instill in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.

Marine Studies provides an educational context, linked to the needs of a population based very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

Through Marine Studies students will develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.

# Sport, Lifestyle and Recreation Studies

Not ATAR Friendly

2U Board Endorsed

Category C

Content Endorsed Course

**Exclusions:** Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

## Course Description

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

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

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

# Visual Design

Not ATAR Friendly

2U Board Endorsed

Category C

Content Endorsed Course

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

## Course description

This course provides students with opportunities to exploit 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. It encourages students to explore the practices of graphic, wearable, product, and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students develop knowledge, understanding and skills through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of design.

## What students learn

Modules may be selected in any of the four broad fields of:

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design.

The additional module, Individual/Collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

The Occupational Health and Safety Module is mandatory in any course.

## Course requirements

Students are required to keep a diary throughout the course.

"Students are required to bring a BYOD that is compatible with Adobe Creative Cloud software. Adobe Software provided free for students through the Department of Education."

# Work Studies

Not ATAR Friendly

2U Board Endorsed

Category C

**Exclusions:** Nil

## Structure of the course

The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

## Core – My Working Life

Modules – There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

## Nature of the course

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

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

The Work Studies course will assist students to:

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

# Photography, Video and Digital Imaging

Not ATAR Friendly

2U Board Endorsed

Category C

## Content Endorsed Course

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

### Course description

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students develop knowledge, understanding and skills through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

### What students learn

#### Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging.

#### Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module, Individual/Collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

### Course requirements

Students are required to keep a diary throughout the course.

## SCHEDULE OF FEES – 2023

FEES ARE SUBJECT TO  
CHANGE

<b>YEAR 11</b>	
General School Contribution	\$90
Biology	\$50
Chemistry	\$50
Construction	\$90
Dance	\$220
Drama	\$70
Entertainment	\$75
Earth & Environmental Science	\$40
Food Technology	\$100
Hospitality - Commercial Cookery	\$130
Hospitality - Multi skilling	\$150
Industrial Tech - Multimedia	\$35
Industrial Tech - Timber	\$100
Information Process & Technology	\$35
Investigating Science	\$40
Marine Studies	\$40
Maths	\$10
Music Subject Fee	\$80
Additional Dance/Drama Company	\$60
Dance Company Levy	\$330
Drama Company Levy	\$220
Music Ensemble Levy **	\$300
Additional Music Ensemble	\$50
Physics	\$50
Sound and Lighting Levy	\$160
Sport Levy	\$10
Textiles & Design	\$80
Visual Arts	\$90
Visual Design	\$70

<b>YEAR 12</b>	
General School Contribution	\$90
Biology	\$50
Chemistry	\$50
Construction	\$80
Dance	\$220
Drama	\$70
Entertainment	\$75
Earth & Environmental Science	\$40
Food Technology	\$80
Hospitality - Commercial Cookery	\$110
Hospitality - Multi Skilling	\$120
Industrial Tech - Multimedia	\$20
Industrial Tech - Timber	\$50
Information Process & Technology	\$20
Investigating Science	\$40
Marine Studies	\$40
Maths	\$10
Music Subject Fee	\$80
Additional Dance/Drama Company	\$60
Dance Company Levy	\$320
Drama Company Levy	\$220
Music Ensemble Levy **	\$300
Additional Music Ensemble	\$50
Physics	\$50
Science Extension	\$20
Sound and Lighting Levy	\$160
Sport Levy	\$10
Textiles & Design	\$80
Visual Arts	\$100
Visual Design	\$70

\*\* Please note any Drama or Dance students who chooses to participate in a Music Ensemble will still incur the ensemble fee of \$300 for a years participation