

SENIOR STUDIES GUIDE 2022-2023



Course Selection
for Years 11 and 12



The Senior High School provides you with opportunities to take different pathways to your preferred future.

The HSC is an internationally recognised credential which provides a strong foundation for post school life. Whether you pursue tertiary qualifications, vocational training or move directly into the workforce, the HSC qualification will equip you with the necessary skills and knowledge to make a meaningful contribution to your chosen field.

This booklet is designed to help you choose the appropriate pathway and the most suitable subjects for study in Years 11 and 12. In the Year 11 and the Year 12 HSC course, students can study a wide variety of subjects. Each subject has a unique content and ways of being assessed.

The course decisions you make now will give you the opportunity to plan for your future. To ensure that your decisions are appropriate, you are advised to:

1. carefully read the information provided in this booklet
2. investigate the requirements for your possible career interests by obtaining information from the Careers Adviser
3. check with your teachers about your ability with relation to the specific courses/subjects you may be considering, and the workload that will be expected of you. Read your Semester One reports carefully as current performance is the best indicator of future performance. Be realistic about your selections.
4. take responsibility for your own learning. You have control of your future.

It is important to remember that students are also choosing to continue to learn at school and therefore make a serious commitment to their education. This level of commitment and determination will ultimately influence the degree of success over the next two years with the demands of this level of study.

Mrs Renee Holz
Principal

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STUDYING FOR THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate (HSC) recognises 13 years of education. In the interests of greater career choices and increased opportunities, at university and TAFE NSW, it offers you a full range of study areas matching individual abilities, interests and goals.

The HSC is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

GENERAL HSC INFORMATION

This is your introduction to the HSC and the many options now available. More information is contained in the following NESAs (NSW Education Standards Authority) publication:

Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students.

HSC IN 2022-2023

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

All courses incorporate the learning outcomes as prescribed in the syllabus documentation.

Courses are linked to further education and training.

Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.

Vocational Education and Training courses count towards the HSC with some courses counting towards an ATAR. These subjects will also lead to qualifications recognised across a range of industries.

Vocational Education and Training courses count towards an ATAR, the HSC and will also lead to qualifications recognised across a range of industries.

The HSC may include Life Skills courses for students with special education needs.

The HSC fairly assesses each student's knowledge and skills.

If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.

For each course, you will receive easy-to-understand reports, which contain detailed information. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course. The Year 11 Preliminary report will be issued at the completion of Year 11. Whilst Year 12 has a mid-course report and a final report.

ELIGIBILITY FOR THE HSC

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

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

THE HSC CURRICULUM

As you begin considering your course preference list it is important that you familiarise yourself with the names used to describe courses on offer as this can potentially have a considerable impact on your eligibility for an Australian Tertiary Admission Rank (ATAR) which is a prerequisite for university entry.

A subject is the general name given to an area of study, for example English, and a subject may offer one or more courses (Advanced English, Standard English, etc.).

English, Mathematics, Science, History, Music and some Languages are subjects which offer more than one course. The other subjects each offer one 2 unit course.

TYPES OF COURSES

Board Developed Courses

These are courses for which NESA develops a syllabus setting out the aims, objectives, outcomes, structure and content. Most Board Developed HSC courses, including the VET framework courses, may contribute to the calculation of the ATAR.

Board Developed Life Skills Courses

Life Skills courses are Board Developed courses that provide an alternative HSC for students with special learning needs. They are not examined externally and do not contribute to an ATAR.

Board Endorsed HSC Courses

These courses count towards the HSC and are listed on your Record of Achievement. However, they do not count towards the calculation of the ATAR.

Board Endorsed Courses are divided into two categories:

- School-designed Courses – these are developed by individual schools in response to local interest or need and endorsed by the NESA.
- Content Endorsed Courses – these fall into two categories: general CECs and TAFE-delivered CECs. They have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the HSC and appear on your Record of Student Achievement (RoSA).

Board Developed Vocational Education and Training (VET) Courses

There are Board Developed and/or Board Endorsed courses in VET. These VET courses are offered as part of the HSC. They teach skills that are relevant to future study and employment. They allow for both HSC qualifications and Australian Qualifications Framework (AQF) accreditation.

The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related study at TAFE NSW and private registered providers. You receive documents that report the competencies you have achieved and an AQF Certificate or Statement of Attainment.

VET courses are classified as CATEGORY B courses and only ONE of the VET frameworks will be accepted when calculating the ATAR. Students must study the 240 hour course and undertake the optional written examination to have the course contribute to the ATAR calculation.

Board Developed (Category B) VET courses will be offered at Sylvania High School for the HSC in the following industry frameworks:

- Business Services (Administration)
- Financial Services
- Hospitality

COURSES SUMMARY TABLE

Course Type	Board Developed	Life Skills	Board Endorsed	VET
<i>Example</i>	<i>Mathematics</i>	<i>Life Skills - Geography</i>	<i>Sport Lifestyle and Recreation</i>	<i>Hospitality</i>
HSC eligible	✓	✓	✓	✓
ATAR eligible	✓	✗	✗	✓ One ONLY

If you are interested in other VET / TAFE or additional courses, see [External Course Information](#)

UNITS OF STUDY

Most courses offered for the HSC have a value of two units (2 unit) in Year 11 and two units in Year 12. Each unit requires approximately 60 hours of study per year. Each one unit has a mark value of 50. A two unit course over two years requires approximately 240 hours of study. Most courses have a value of two units with a mark value of 100.

Some exceptions are some:

- Content Endorsed Courses
- Extension Courses.

Extension study at Sylvania High School is available in English, Mathematics, History and Music. Extension courses allow students to study at a more intensive level in diverse but specific areas. Extension courses have an additional 1 unit (50 marks) value.

English Extension 1 and Mathematics Extension 1 begin in Year 11 and continue into Year 12. Students wishing to further their study in those subjects may choose to study the Extension 2 course in Year 12. Extension 2 requires students to work beyond Extension 1 standard.

Extension History, Extension Music and Extension Science are courses that begin in Year 12.

MANDATORY STUDY REQUIREMENTS

English is the only compulsory HSC subject.

To be eligible for the award of the HSC you must satisfactorily complete at least:

- 12 units in your Year 11 study pattern (Year 11 = 3 terms)
- 10 units in your Year 12 pattern. (Year 12 = 4 terms starting Term 4 Year 11)

Both study patterns must include:

- At least two units of a Board Developed course in English
- At least six units of Board Developed Courses
- At least three courses of 2 unit value or greater
- At least four subjects

No more than six units of Science can be studied in Year 11 and no more than seven units of Science can be studied in Year 12.

HSC PATHWAYS

Most students follow a two year program of study in Years 11 and 12 leading to the award of the HSC. NESA also provides access for those people who wish to combine their studies with employment or other responsibilities, such as family care.

The Pathways provisions listed allow flexibility in obtaining the HSC.

ACCUMULATION OF THE HSC

Students may accumulate an HSC over a five year period. The five year period will commence in the first year a student completes an HSC course.

Students who are accumulating courses may access a Student eRecord showing each calendar year of study. The cumulative Student eRecord will record all Year 11 and Year 12 courses satisfactorily completed, including repeat attempts. The mark of the final attempt in a particular course is the mark used for the calculation of the ATAR. By the end of the period of accumulation, all Year 11 and Year 12 pattern of study requirements need to be met. In subjects that include extension courses, you may accumulate by presenting the 2 unit course in one year and the extension course in a later year.

REPEATING A COURSE

You may repeat one or more HSC courses, but you must do so within the five year accumulation period. In the calculation of the Australian Tertiary Admissions Rank (ATAR), the most recent mark in a course will be used.

SCHOOL BASED TRAINEESHIPS AND APPRENTICESHIPS

In some cases HSC Studies can be undertaken at the same time as a part time traineeship or apprenticeship. Both combine paid work and training that leads to a recognised Australian Qualifications (AQF) VET qualification.

This is a difficult program with dedication to both school and work required. For further information, see the school Careers Adviser.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 with increments of 0.05. It provides a measure of a student's overall academic achievement in the NSW HSC in relation to that of other students and assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by UAC. The ATAR is a rank not a mark.

Further details on the ATAR can be obtained from the Universities Admission Centre (UAC) www.uac.edu.au

To be eligible for an ATAR you must satisfactorily complete at least 10 units of Board Developed Courses including at least 2 units of English.

The ATAR is calculated using an aggregate of scaled marks (average of examination and assessment marks) in 10 units of Board Developed courses comprising either:

- the best 2 units of English; plus 8 units from Category A courses.
- OR
- 8 units of Category A courses (including English) and 2 units of Category B courses (i.e. one Category B subject). Students must complete the HSC exam for the Category B course.

SELECTION RANK ADJUSTMENTS

While the ATAR may be the best single predictor of academic success, institutions acknowledge that there are other selection criteria that are relevant to certain courses. Institutions may base their selection of students on an interview, audition, portfolio, questionnaire or test. Sometimes these selection criteria are used on their own and sometimes in conjunction with the ATAR. The selection rank for a course (previously known as a cut-off) does not necessarily represent the minimum ATAR required for entry into the course. Selection ranks include adjustment factors (previously known as bonus points), and may students with ATARs below the selection rank get offers.

ASSESSMENT AND REPORTING

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School-based assessment tasks constitute 50% of the HSC mark. The other 50% comes from the HSC examination.

The HSC mark for 2 unit courses is reported on a scale of 0 - 100. A mark of 50 represents the minimum standard expected. There are 5 performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

HSC results for VET courses are delivered at two levels. Assessment is competency based, with students receiving a competency log. An external exam is optional and will represent 100% of their mark in this course for the HSC.

Complete school-based assessment tasks for each Board Developed HSC Course, other than VET courses, is required. For VET courses a competency based assessment program will apply.

School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.

On satisfactory completion of the HSC students receive the following:

- The HSC Testamur
- The HSC Record of Achievement (RoSA to be downloaded from the NESA website). This includes the HSC examination mark, assessment mark, HSC mark and Performance Band for each HSC course satisfactorily completed (except VET courses)
- AQF Certificate in VET if undertaken

STUDENTS ONLINE

Students Online is your source for information about your study from Year 10 to the HSC. To access this worthwhile information, you will need to activate your Students Online account via the link below.

<https://studentsonline.nesa.nsw.edu.au/>

ALL MY OWN WORK

To be eligible for an HSC all students must complete the *HSC: All My Own Work* program or its equivalent. The program is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

If students are concerned about their abilities to meet the ethical and good scholarship requirements of a Stage 6 course then they should discuss this with a Year Adviser.

See also: [All My Own Work](#)

EXTERNAL STUDY

Some students will undertake patterns of study involving an external institution.

External Institutions Include:

- [TAFE](#)
- [Saturday School of Community Languages](#)
- [Open High School](#)

Additional information on specific courses is available at the [External Course Information](#) section of this guide.

To ensure students undertake a successful pattern of study, Sylvania High School requires that students who take courses in these institutions must also ensure that they have 12 units of study at Sylvania High School until the end of Term 1, after which time they may apply to their Deputy Principal to terminate a course to reach their minimum unit requirement (12 units). Students will need to supply proof of successful progress in their external course before permission will be given to terminate any course.

Students entering Year 11 who wish to undertake external study must complete the External Studies Application Form and bring this with them to the interview that takes place with the Careers Adviser. The Principal will make a final determination if students are permitted to undertake external studies. If initial approval to take an external course is given at the interview, students must complete the forms appropriate to each institution.

COURSE SELECTION PROCESS

Students will be making their subject selections online via the program *Edval Webchoice*. A link with a unique code and information on how to do this will be sent to their school email address. It is a requirement of this program that students use their Department of Education email address (firstname.surname@education.nsw.gov.au)

Subject selection preferences can be changed as often as the student likes until *WebChoice* closes.

1. Ensure your education email is working and check it regularly for the invitation email with the link and your unique web-code
2. Go to <https://web.edval.com.au/> and enter your unique code
3. Select the subjects you want, in order of PREFERENCE (this means the subject you list at the top is the one you want the most)
4. Click submit

DETERMINING FINAL CURRICULUM AND CLASS STRUCTURE

Once the preference portal has closed, the data will be downloaded and reviewed by the Principal and Executive who will determine which subjects run based on student choice, staffing expertise and facilities availability. Students who are not able to have a full complement of courses from their identified preferences will be asked to discuss their options with the Deputy Principal and the Timetable Team and reselect their preferences.

YEAR 11 COURSE CHOICES

SUMMARY TABLE

	YEAR 11 AND YEAR 12 COURSES (alphabetical)	UNIT VALUE	Available		CATEGORY	
			Yr 11	Yr 12		
Board Developed Courses	Ancient History	2	✓	✓	A	
	Biology	2	✓	✓	A	
	Business Studies	2	✓	✓	A	
	Community and Family Studies	2	✓	✓	A	
	Chemistry	2	✓	✓	A	
	Dance	2	✓	✓	A	
	Design and Technology	2	✓	✓	A	
	Drama	2	✓	✓	A	
	Economics	2	✓	✓	A	
	Engineering Studies	2	✓	✓	A	
	English Advanced	2	✓	✓	A	
	English Standard	2	✓	✓	A	
	English Studies	2	✓	✓	B	
	English Extension 1 ¹	1	✓	✓	A	
	English Extension 2	1		✓	A	
	Food Technology	2	✓	✓	A	
	French Continuers	2	✓	✓	A	
	Geography	2	✓	✓	A	
	Greek (Modern) Beginners	2	✓	✓	A	
	History Extension ²	1		✓	A	
	Industrial Technology – Timber and Furnishings ³	2	✓	✓	A	
	Information Processes and Technology	2	✓	✓	A	
	Investigating Science	2	✓	✓	A	
	Legal Studies	2	✓	✓	A	
	Mathematics Standard 1	2		✓	B	
	Mathematics Standard 2	2	✓	✓	A	
	Mathematics Advanced	2	✓	✓	A	
	Mathematics Extension 1,	1	✓	✓	A	
	Mathematics Extension 2 ¹	1		✓	A	
	Modern History	2	✓	✓	A	
	Music 1	2	✓	✓	A	
	Music 2	2	✓	✓	A	
	Music Extension ²	1		✓	A	
PDHPE	2	✓	✓	A		
Physics	2	✓	✓	A		
Science Extension ²	1		✓	A		
Society and Culture	2	✓	✓	A		
Software Design and Development	2	✓	✓	A		
Studies of Religion	2	✓	✓	A		
Textiles and Design	2	✓	✓	A		
Visual Arts	2	✓	✓	A		
Sport, Lifestyle and Recreation	2	✓	✓	No		
Vocational Education	VET YEAR 11 AND YEAR 12 COURSE NOTE: Where VET courses are studied for the HSC, two units ONLY may be counted towards an ATAR.					
		HOURS	UNIT VALUE			
	Business Services	240	2	✓	✓	B
	Construction	240	2	✓	✓	B
Hospitality	240	2	✓	✓	B	

¹ Extension 2 is available only in Year 12. Extension 1 is a prerequisite for Extension 2.

² History Extension, Music Extension and Science Extension are only available in Yr 12.

³ Cannot be taken together.

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COURSE FEES SUMMARY TABLE

Please note that some courses require students to pay compulsory fees. Should this prove difficult, please advise the school Principal in writing. Fees below are only indicative and will possibly change.

Community & Family Studies	Y11 Y12	\$10.00 \$20.00
Construction	Y11 & Y12	\$65.00
Dance	Y11 & Y12	\$30.00
Design & Technology	Y11 Y12	\$45.00 \$45.00 + Major project costs
Drama	Y11 & Y12	\$30.00
Engineering Studies	Y11 Y12	\$15.00 \$15.00
Food Technology	Y11 Y12	\$100.00 \$110.00
French Continuers	Y11 & Y12	\$35.00
Hospitality Operations	Y11 Y12	\$190.00 + Uniform \$190.00
Industrial Technology – Timber	Y11 Y12	\$65.00 + cost of PPE \$60.00 + Major project costs
Information Processes & Technology	Y11 Y12	\$50.00 \$50.00
Music	Y11 Y12	\$50.00 \$30.00
Software Design & Development	Y11 Y12	\$30.00 \$30.00
Textiles & Design	Y11 & Y12	\$50.00 + Major project costs
Visual Arts	Y11 Y12	\$100.00 \$100.00 (HSC Body of Work has extra cost)

COURSE SELECTION ADVICE CHECKLIST

Students and parents are encouraged to read the following points carefully:

- Students are most likely to succeed when they choose courses which align with their interests and abilities. Choosing a course that does not match your interests and abilities will not usually equate to high achievement in that course.
- Is there a good balance to the subjects selected? Are you ok across your junior subjects or do you perform better in classes that involve more (or less) writing?
 - Do your subjects complement one another? Do the skills or concepts covered in one course relate to content in another course?
- Friends can be a good sounding board for your thoughts about your pattern of study. However, picking a course because a friend is doing it is not a guarantee that you will be in the same class, nor does it have a direct bearing on your academic success.
- Be aware of any potential issues with your specific course combination, including eligibility for ATAR or the consequences if you want/need to drop a course moving into Year 12.
 - Not every student is seeking an ATAR – that is OK
 - You can only count ONE Category B course towards an ATAR
- Consider any additional course requirements listed. These requirements often take notable time away from other courses and students will need to be well-planned, motivated and organised to balance these requirements successfully
 - Does the course have a major work? Most teachers advise against undertaking two major work courses without careful consideration.
 - Does the course involve work placement or is it an external course that may take you away from your timetabled lessons? You are expected to complete any and all outstanding work during these times.
- Consider potential requirements for any areas of tertiary study you may be interested in. The Careers Adviser is an excellent source of advice and support on tertiary prerequisites.
 - If there are no prerequisites, then choosing courses that allow you to maximise your ATAR will give you as many options as possible!
- Ask, Ask, **ASK!** Everyone wants you to make the best choice for you and your education. There are a range of places you can get more specific information to support your preference listing:
 - Information sessions provided by the Head Teachers
 - The Parent Information Evening
 - Your teachers, Head Teachers, teachers of that subject.
 - Ask for copies of the textbook or similar information sources
 - Look up the [NESA syllabus](#) online
 - Students currently doing the course
 - Careers Adviser for advice on careers, tertiary institution requirements, TAFE NSW courses and VET courses.
 - Deputy Principals regarding curriculum requirements and subject combinations.
 - University Entry Requirements Year 10 Booklet produced by University Admissions Centre (UAC) at <http://www.uac.edu.au>

BOARD DEVELOPED COURSE DESCRIPTIONS

ANCIENT HISTORY		Unit Value	ATAR Category
Board Developed Course		2	A
Prerequisites: Nil	Exclusions: Nil		
Cost: Nil (excursions as they arise)			
Course Description:			
<p>In this course, students are introduced to the ancient world through the study of ancient societies, personalities and different periods of Ancient History. The study of Ancient History has a strong focus on using archaeological and written sources to gain a deep understanding of the ancient past.</p> <p>Students have the opportunity to explore their own areas of interest through the completion of a Historical Investigation and are able to use a wide range of media to present their findings. The new HSC encourages a variety of assessments to allow all students to follow their own interests in this course.</p> <p>This course is particularly valuable to students who wish to develop their skills in analysis and writing. It also develops skills which will help them in many subjects (e.g. English, Legal Studies, Economics) in the HSC and at University. If you have any questions, please see Ms Gill or Mr Giannos.</p>			
Topics covered may include:			
<u>Year 11 Course:</u>		<u>Year 12 Course:</u>	
<ul style="list-style-type: none"> - Nature of Ancient History - Case Studies: Troy and Persepolis - Features of Ancient Societies, e.g. Weapons and Warfare or Women - The Historical Investigation 		<ul style="list-style-type: none"> - Core Study: Pompeii and Herculaneum - 1 Ancient Society, e.g. Sparta - 1 Personality, e.g. Xerxes or Agrippina - 1 Historical Period, e.g. The Greek World 500-440 BC 	
Particular Course Requirements: Nil			
External Assessment:			
HSC – 3 hour examination			

STUDENTS ALSO HAVE THE OPPORTUNITY TO STUDY EXTENSION HISTORY IN YEAR 12 IF THEY STUDY EITHER MODERN OR ANCIENT HISTORY

Employment / University Opportunities:

The writing and analysis skills developed in this course are particularly useful to students intending to study Law, Arts, Archaeology, Education, Business management/marketing or any media related courses.

Ancient History Stage 6 also provides a valuable foundation for a range of courses at University and other tertiary institutions. All courses at University require a high degree of communication skills and Ancient History provides an ideal foundation for this.

Other career links include: journalism, Psychology, Sociology, Human Resources, public relations, politics, foreign affairs officer, conservator, anthropologist, research officer, secondary teacher, museum curator, library work or any field where employers want applicants with a sound general knowledge who can think critically and flexibly and communicate effectively.

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BIOLOGY		Unit Value	ATAR Category										
Board Developed Course		2	A										
Prerequisites: Satisfactory completion of Stage 5 Science	Exclusions: Maximum of 6 units of Science												
Cost: \$35													
<p>Course Description:</p> <p>Biology is the most popular science with over 15,000 candidates each year. It is suitable for students aiming for a high ATAR and wishing to study any science-related course in the future at University, TAFE etc, for example Science, Biotechnology, Food Technology, Medicine, and Nursing.</p> <p>Biology involves the study of the history, nature and practices in biology, applications and current developments in related fields and an analysis of the implications for society and the environment of emerging new technologies, e.g. genetic engineering.</p> <p>Students will develop skills in planning and conducting investigations, effective communication, development of scientific thinking and problem-solving techniques and abilities needed to work individually and in teams.</p>													
<p>Main Topics Covered:</p> <table border="0"> <tr> <td><u>Year 11 Course</u></td> <td><u>Year 12 Course:</u></td> </tr> <tr> <td>- Cells as the Basis of Life</td> <td>- Heredity</td> </tr> <tr> <td>- Organisation of Living Things</td> <td>- Genetic Change</td> </tr> <tr> <td>- Biological Diversity</td> <td>- Infectious Disease</td> </tr> <tr> <td>- Ecosystem Dynamics</td> <td>- Non-infectious Disease and Disorders</td> </tr> </table>				<u>Year 11 Course</u>	<u>Year 12 Course:</u>	- Cells as the Basis of Life	- Heredity	- Organisation of Living Things	- Genetic Change	- Biological Diversity	- Infectious Disease	- Ecosystem Dynamics	- Non-infectious Disease and Disorders
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- Organisation of Living Things	- Genetic Change												
- Biological Diversity	- Infectious Disease												
- Ecosystem Dynamics	- Non-infectious Disease and Disorders												
<p>Particular Course Requirements:</p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and 12 course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in depth studies.(15 hours)</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork. <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. <p>One fieldwork exercise must be completed in Year 11.</p>													
<p>External Assessment:</p> <p>The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.</p> <p>External assessment is a written examination.</p>													

Employment / University Opportunities:

Biology, Medicine, Veterinary Science, Nursing, Environmental Science, National Parks and Wildlife Services

BUSINESS STUDIES		Unit Value	ATAR Category										
Board Developed Course		2	A										
Prerequisites: Nil		Exclusions: Nil											
Cost: Nil (excursions as they arise)													
<p>Course Description:</p> <p>Business Studies is a subject that provides students with insight, knowledge and experience into the functioning of business from both a management perspective as well as a consideration of the role business plays in wider society. Course content is contextualised with a focus on current case studies: Why do retail chain stores go into administration? What drives the growth of leading businesses? What makes Australia's most profitable company? How does Qantas maintain its market share in an increasingly competitive global tourism market? Students who have a good general knowledge of local, national and international businesses will be able to apply the ideas and terms used in Business Studies to great effect. Business Studies concepts also relate to content covered in Economics, Legal Studies, and Business Services and so is a useful complement to these subjects. The focus on written work also complements work in English and History. The literacy and analytical demands of this course are slightly less than other Social Science courses; however, the breadth of the course is considerable. It is well suited to students who will work hard in class, ask questions and engage in regular revision to ensure they are up to date with coursework. Students who utilise the news to stay informed will have an advantage in this course. For more detail on the course, please review the NSW Business Studies Stage 6 Syllabus. If you have any questions, please see Mrs Taleb, Mrs Vince or Mrs Papadopoulos.</p>													
<p>Topics covered may include:</p> <table border="0"> <tr> <td><u>Year 11 Course:</u></td> <td><u>Year 12 Course:</u></td> </tr> <tr> <td>- Nature of Business</td> <td>- Operations</td> </tr> <tr> <td>- Business Management</td> <td>- Marketing</td> </tr> <tr> <td>- Business Planning</td> <td>- Finance</td> </tr> <tr> <td></td> <td>- Human Resources</td> </tr> </table>				<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- Nature of Business	- Operations	- Business Management	- Marketing	- Business Planning	- Finance		- Human Resources
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Particular Course Requirements: Nil													
<p>Assessment:</p> <p>Current modes of assessment include in class tests, research reports and examinations. Students are required to respond and incorporate stimulus material into their responses</p> <p>The external HSC examination consists of a 3 hour paper.</p>													

Employment / University Opportunities:

An interest and enthusiasm in Business Studies will contribute to maximising an ATAR result and will also provide the basis for continuing the study of Business, Marketing, Commerce, Economics or Law at university.

Further, students wishing to enter the business work directly or run their own business will find the HSC component very useful in the practise of business management, including the accounting and legal frameworks.

CHEMISTRY		Unit Value	ATAR Category		
Board Developed Course		2	A		
Prerequisites: Satisfactory completion of Stage 5 Science	Exclusions: Maximum of 6 units of Science				
Cost: \$35 (+ additional excursion expenses)					
Recommendation: successful study of Chemistry requires a good understanding of Mathematics, therefore students should be capable of at least the Mathematics 2 Unit course					
<p>Course Description:</p> <p>The study of Chemistry provides students with the knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. The choice of Chemistry with Biology or Physics and Mathematics is recommended for students interested in careers in the Health Services, Engineering and Sciences. In addition, the study of Chemistry assists students to prepare for a range of employment opportunities due to the skills developed in investigation, problem solving and communication concepts.</p> <p>Chemistry focuses on investigation of the physical and chemical properties of substances, chemical reactions and processes, and the interaction of energy and matter. It involves the study of man-made and natural substances, their structure and environmental importance and the history and philosophy of science related to Chemistry and its applications in the context of technology, society and the environment.</p>					
<p>Main Topics Covered:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course</u></p> <ul style="list-style-type: none"> - Properties and Structure of Matter - Introduction to Quantitative Chemistry - Reactive Chemistry - Drivers of reactions <p>15 hours of a Depth Study across the Year 11 Preliminary Course</p> </td> <td style="vertical-align: top; padding-left: 20px;"> <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Equilibrium and Acid Reactions - Acid/base reactions - Organic Chemistry - Applying Chemical Ideas <p>15 hours of a Depth Study across the Year 12 HSC Course</p> </td> </tr> </table>				<p><u>Year 11 Course</u></p> <ul style="list-style-type: none"> - Properties and Structure of Matter - Introduction to Quantitative Chemistry - Reactive Chemistry - Drivers of reactions <p>15 hours of a Depth Study across the Year 11 Preliminary Course</p>	<p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Equilibrium and Acid Reactions - Acid/base reactions - Organic Chemistry - Applying Chemical Ideas <p>15 hours of a Depth Study across the Year 12 HSC Course</p>
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<p>Particular Course Requirements:</p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and 12 course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in depth studies. (15 hours)</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork. <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. 					
<p>External Assessment:</p> <p>The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.</p> <p>External assessment is a written examination.</p>					

Employment / University Opportunities:

Chemistry, Medicine, Engineering, Nursing, Environmental Science, Metallurgy, Quality control and Laboratory technician, Pharmacy, Nuclear Chemist, Law.

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Senior Studies Guide 2022 (Year 10, 2021)

Disclaimer: All efforts were made to ensure the information contained within this book were correct at the time of publication.

At all times SHS will be guided by NESAs requirements. For any and all questions, please seek advice from a Deputy Principal.

COMMUNITY AND FAMILY STUDIES		Unit Value	ATAR Category		
Board Developed Course		2	A		
Prerequisites: nil	Exclusions: nil				
Cost Yr 11: \$10	Cost Yr 12: \$20				
<p>Course Description:</p> <p>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 to address contemporary issues facing families and communities.</p> <p>Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students' ability levels.</p>					
<p>Main Topics Covered:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Resource Management - Individuals and Groups - Families and Communities </td> <td style="vertical-align: top; padding-left: 20px;"> <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Research Methodology - Groups in Context - Parenting and Caring <p>HSC Option Modules: Select one of the following:</p> <ul style="list-style-type: none"> o Family and Societal Interactions o Social Impact of Technology o Individuals and Work </td> </tr> </table>				<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Resource Management - Individuals and Groups - Families and Communities 	<p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Research Methodology - Groups in Context - Parenting and Caring <p>HSC Option Modules: Select one of the following:</p> <ul style="list-style-type: none"> o Family and Societal Interactions o Social Impact of Technology o Individuals and Work
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<p>Particular Course Requirements:</p> <p>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. This will be done in groups, not individually.</p>					
<p>External Assessment:</p> <p>The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.</p> <p>External assessment is a written examination.</p>					

Employment / University Opportunities:

The study of Community and Family Studies 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. Students often pursue careers in teaching, nursing, the Police force, psychology, social work, law, health services and early childhood education.

DANCE		Unit Value	ATAR Category
Board Developed Course		2	A
Prerequisites: nil	Exclusions: nil		
Cost Yr 11:	Cost Yr 12:		
<p>Course Description:</p> <p>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 to address contemporary issues facing families and communities.</p>			
<p>Main Topics Covered:</p> <p>Students undertake a study of dance as an art form. 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 previous 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.</p> <p>Components to be completed: Performance 40%, Composition 20%, Appreciation 20% and an additional 20% to be allocated by the teacher to suit the specific circumstances/context of the class.</p> <p>In Year 12, 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.</p>			
<p>Particular Course Requirements:</p> <p>The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.</p>			
<p>External Assessment:</p> <p>Core Performance: Solo dance and interview Core Composition: Solo composition and elaboration performed by another student Core Appreciation: A written 1 hour examination Major Study Performance One solo dance and interview OR Major Study Composition One dance composition: new solo, group dance and elaboration OR Major Study Appreciation Written 1 ¼ hour examination OR Major Study Dance & Technology Option 1: Choreographing the Virtual Body Presentation of a composition via 3D animation software and elaboration & Process Diary OR Major Study Dance & Technology Option 2: Film and Video Presentation of a composition via film/video and Manifesto & Process Diary</p>			

DESIGN AND TECHNOLOGY		Unit Value	ATAR Category
Board Developed Course		2	A
Prerequisites:	Exclusions: Nil		
Cost: \$45			
Course Description:			
<p>Students study design processes, design theory and factors in relation to design projects. In the Year 11 course, students study designing and producing, which includes the completion of at least two design projects.</p> <p>In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.</p>			
Main Topics Covered:			
<u>Year 11 Course:</u> Designing and Producing, including the study of design theory, design processes, creativity, collaborative design research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.		<u>HSC Course:</u> Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.	
Particular Course Requirements:			
<p>In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects.</p> <p>In the HSC course the comprehensive study of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.</p>			
External Assessment:			
<p>Section I: The examination consists of: A 90 minute written Paper. Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.</p> <p>Section II: Major Design Project – Project proposal, Folio, Product, system or environment Major Design Project: This will include submission of: A folio documenting the project proposal and project management, project development and realisation and project evaluation.</p>			

Employment / University Opportunities:

The study of Design and Technology 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.

DRAMA		Unit Value	ATAR Category		
Board Developed Course		2	A		
Prerequisites: Nil	Exclusions: Nil				
Cost: Nil					
<p>Course Description:</p> <p>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</p> <p>Year 11 Preliminary Course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.</p> <p>Year 12 HSC Course content</p> <p>Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.</p> <p>The Group Performance of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>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.</p>					
<p>Main Topics Covered:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> • Improvisation, Playbuilding, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles </td> <td style="vertical-align: top; padding-left: 20px;"> <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project </td> </tr> </table>				<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> • Improvisation, Playbuilding, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles 	<p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project
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<p>Particular Course Requirements:</p> <p>Students must satisfactorily complete all course, assessment and examination requirements, including acting in front of an audience.</p>					
<p>External Assessment:</p> <p>HSC Written examination of 1 hour and 30 minutes (40%) Group Performance (30%) Individual Project (30%)</p>					

Employment / University Opportunities:

Drama students combine creative talent with practical aspects of self-promotion and arts management. This mix of disciplines is a good preparation for the world of artistic performance. Employment opportunities related to this course include: actor, community arts worker, drama therapist, arts administrator, broadcast presenter, teacher, theatre stage manager.

Furthermore, the skills you gain while studying drama are valued by all types of employers, for example, confidence, presentation, teamwork and collaboration, time management and organisational skills, self-awareness, self-discipline, communication skills, stamina, as well as the ability to cope with criticism and learn from it.

ECONOMICS		Unit Value	ATAR Category		
Board Developed Course		2	A		
Prerequisites: Nil	Exclusions: Nil				
Cost: Nil (excursions as they arise)					
<p>Course Description:</p> <p>In Economics students learn to appreciate how financial flows, market operations, government and industry decisions shape the world around us. The course will look at economic theory through to the practical application to current issues in the Australian economy as well as economic problems in the global economy.</p> <p>A high level of contemporary economic appreciation is essential for success in this course and students seeking top results will need to investigate and interrogate current media and government reports.</p> <p>Economic concepts also relate to content covered in Business Studies, Legal Studies, and Geography and so is a useful complement to these subjects. The focus on written work also complements work in English and History.</p> <p>The literacy and analytical demands of this course are high compared to other Social Sciences courses. It is well suited to students who will work hard in class, ask questions and engage in regular revision to ensure they are up to date with coursework. Students who have a good ability to integrate data and statistics into written analysis will have an advantage in this course.</p> <p>For more detail on the course, please review the NSW Economics Syllabus. For additional questions students are encouraged to speak with Mrs Taleb.</p>					
<p>Topics covered may include:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Introduction to Economics - Consumers and Business - Markets - Labour Markets - Financial Markets - Government in the Economy </td> <td style="vertical-align: top; padding-left: 20px;"> <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - The Global Economy - Australia's Place in the Global Economy - Economic Issues - Economic Policies and Management </td> </tr> </table>				<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Introduction to Economics - Consumers and Business - Markets - Labour Markets - Financial Markets - Government in the Economy 	<p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - The Global Economy - Australia's Place in the Global Economy - Economic Issues - Economic Policies and Management
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Particular Course Requirements: Nil					
<p>Assessment:</p> <p>Current modes of assessment include in class tests, research reports and examinations. Students are required to respond and incorporate stimulus material into their responses.</p> <p>The external HSC examination consists of a 3 hour paper.</p>					

Employment / University Opportunities:

Interest and enthusiasm in Economics will contribute to maximising an ATAR result and will also provide the basis for continuing the study of Economics, Business, Government Policy, Commerce, or Law at university. Furthermore, students wishing to work in financial regulation, global politics or diplomacy will find the grounding in economic theory essential to tertiary success.

ENGINEERING STUDIES		Unit Value	ATAR Category
Board Developed Course		2	A
Prerequisites: Nil	Exclusions: Nil		
Cost: \$15 per year			
Course Description: Both Year 11 and HSC courses offer student' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.			
Main Topics Covered:			
<u>Year 11 Course:</u> Students undertake the study and develop an engineering report for each of 4 modules: Three application modules (based on engineered products). At least one product is studied from each of the following categories: engineering fundamentals; engineered products; and braking systems One focus module relating to the field of Bio Engineering		<u>HSC Course:</u> Students undertake the study and develop an engineering report for each of 4 modules: Two application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport. Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering	
Particular Course Requirements: Engineering Report			
<u>Year 11 Course</u> Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.			
<u>HSC Course</u> Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules. One engineering report from the Year 11 course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.			
External Assessment: HSC- 3 hour written examination.			

Employment / University Opportunities:

Students undertaking Engineering Studies Stage 6 will have the opportunity to follow a number of pathways. These include tertiary study, vocational education and training, and the world of work. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study.

ENGLISH: ADVANCED	Unit Value	ATAR Category				
Board Developed Course	2	A				
<p>Prerequisites: A written application and writing portfolio must be submitted to the English HT.</p> <p>Students will need to have demonstrated the ability, necessary skills and application to cope with the demands of this course through their exam results and classwork.</p>	<p>Exclusions: English Standard; English EAL/D; English Studies.</p>					
<p>Cost: Nil</p>						
<p>Course Description:</p> <p>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. Students undertake additional research and reading at home in order to develop their depth of knowledge and understanding about texts, values and contexts.</p> <p>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.</p> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives. Again, students undertake additional research, reading and writing at home in order to consolidate their understanding about (and ability to evaluate) texts, values and contexts.</p>						
<p>Main Topics Covered:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Year 11 Course:</u> The course has three modules: Common module: Reading to Write: Transition to Senior English. Module A: Narratives that Shape our World; Module B: Critical Study of Literature.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Year 12 Course:</u> The course has four modules: Common module: Texts and Human Experiences. Module A: Textual Conversations; Module B: Critical Study of Literature; Module C: The Craft of Writing.</p> </td> </tr> <tr> <td colspan="2" style="text-align: center;"> <p>All four modules are mandatory.</p> </td> </tr> </table>			<p><u>Year 11 Course:</u> The course has three modules: Common module: Reading to Write: Transition to Senior English. Module A: Narratives that Shape our World; Module B: Critical Study of Literature.</p>	<p><u>Year 12 Course:</u> The course has four modules: Common module: Texts and Human Experiences. Module A: Textual Conversations; Module B: Critical Study of Literature; Module C: The Craft of Writing.</p>	<p>All four modules are mandatory.</p>	
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<p>All four modules are mandatory.</p>						
<p>Particular Course Requirements: Students are required to closely study four prescribed texts (which are widely regarded as quality literature), one drawn from each of the following categories: Shakespearean drama, prose fiction, poetry OR drama. The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.</p>						
<p>External Assessment: Students undertake two external examinations. HSC – NESA has released Examination Specifications and sample examination questions accessible on their website.</p>						

ENGLISH: STANDARD		Unit Value	ATAR Category				
Board Developed Course		2	A				
Prerequisites: Nil	Exclusions: English Advanced; English Extension, English EAL/D; English Studies.						
Cost: Nil							
<p>Course Description:</p> <p>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.</p> <p>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.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>							
<p>Main Topics Covered:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u> The course has three modules: Common module: Reading to Write: Transition to Senior English. Module A: Contemporary Possibilities; Module B: Close Study of Literature.</p> </td> <td style="vertical-align: top;"> <p><u>Year 12 Course:</u> The HSC course has four modules: Common Module: Texts and Human Experiences; Module A: Language, Identity and Culture; Module B: Close Study of Literature; Module C: The Craft of Writing. To be completed concurrently with the other modules.</p> </td> </tr> <tr> <td colspan="2" style="text-align: center;"> <p>All four modules are mandatory.</p> </td> </tr> </table>				<p><u>Year 11 Course:</u> The course has three modules: Common module: Reading to Write: Transition to Senior English. Module A: Contemporary Possibilities; Module B: Close Study of Literature.</p>	<p><u>Year 12 Course:</u> The HSC course has four modules: Common Module: Texts and Human Experiences; Module A: Language, Identity and Culture; Module B: Close Study of Literature; Module C: The Craft of Writing. To be completed concurrently with the other modules.</p>	<p>All four modules are mandatory.</p>	
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<p>All four modules are mandatory.</p>							
<p>Particular Course Requirements:</p> <p>In Year 11, students are required to study ONE complex multimodal or digital text in Module A (This may include the study of film.) Students are required to study ONE substantial literary print text in Module B. In Year 12, students are required to closely study three types of prescribed texts, one drawn from each of the following categories: prose fiction, poetry OR drama, film OR media OR nonfiction.</p>							
<p>External Assessment:</p> <p>Students undertake two external examinations. HSC – NESA has released Examination Specifications and sample examination questions accessible on their website.</p>							

ENGLISH: EXTENSION COURSE 1 (AND 2)		Unit Value	ATAR Category		
Board Developed Course		1	A		
<p>Prerequisites:</p> <p>(a) English Advanced course and approval from the English HT</p> <p>(b) Year 11 Preliminary English Extension Course is prerequisite for Extension Course 1.</p> <p>(c) Extension Course 1 is prerequisite for Extension Course 2.</p> <p>For a student to be eligible to study the Extension One English course, they will need to be enrolled in the Advanced English course.</p> <p>In Year 12, for a student to be eligible to study the Extension Two English course, they will need to be enrolled in the Advanced English course and the Extension One English course. They will also need to have demonstrated a strong aptitude for writing in a type of text, researching and be highly organised.</p>		<p>Exclusions:</p> <p>English Standard; English EAL/D; English Studies.</p>			
Cost: Nil					
<p>Course Description:</p> <p>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.</p> <p>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.</p> <p>In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.</p> <p>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.</p>					
<p>Main Topics Covered:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u></p> <p>The course has one mandatory module: Texts, Culture and Value as well as a related research project.</p> </td> <td style="vertical-align: top;"> <p><u>Year 12 Course:</u></p> <p>English Extension 1 course – The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> </td> </tr> </table>				<p><u>Year 11 Course:</u></p> <p>The course has one mandatory module: Texts, Culture and Value as well as a related research project.</p>	<p><u>Year 12 Course:</u></p> <p>English Extension 1 course – The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p>
<p><u>Year 11 Course:</u></p> <p>The course has one mandatory module: Texts, Culture and Value as well as a related research project.</p>	<p><u>Year 12 Course:</u></p> <p>English Extension 1 course – The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p>				
<p>Particular Course Requirements:</p> <p>In 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 and undertake a related research project.</p> <p>In 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 and at least TWO related texts.</p> <p>In Year 12, 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.</p>					
<p>External Assessment:</p> <p>HSC – NESA has released Examination Specifications and sample examination questions accessible on their website. Extension 2 Major Work and Reflection Statement is submitted in August and externally assessed.</p>					

ENGLISH: ENGLISH STUDIES	Unit Value	ATAR Category		
Board Developed Course	2	B		
<p>Course Entry Guidelines: Students considering this course should be advised that English Studies is a Stage 6 Board Developed Course (Category B). Students are able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses. Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA. To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.</p>	<p>Exclusions: English Advanced; English Standard; English EAL/D; Extension English</p>			
<p>Cost: Nil</p>				
<p>Course Description: 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. 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.</p>				
<p>Main Topics Covered:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Year 11 Course:</u> Students study 3-4 modules: Mandatory module: Achieving through English: English in education, work and community; Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Year 12 Course:</u> Students study 3-4 modules: Common module: <i>Texts and Human Experiences</i> Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.</p> </td> </tr> </table>			<p><u>Year 11 Course:</u> Students study 3-4 modules: Mandatory module: Achieving through English: English in education, work and community; Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.</p>	<p><u>Year 12 Course:</u> Students study 3-4 modules: Common module: <i>Texts and Human Experiences</i> Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.</p>
<p><u>Year 11 Course:</u> Students study 3-4 modules: Mandatory module: Achieving through English: English in education, work and community; Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.</p>	<p><u>Year 12 Course:</u> Students study 3-4 modules: Common module: <i>Texts and Human Experiences</i> Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.</p>			
<p>Particular Course Requirements: In Year 12, the Common Content consists of one module <i>Texts and Human Experiences</i> which is also common to the HSC Standard and the HSC Advanced courses where students study ONE text from the prescribed text list and one related text. Students analyse and explore texts and apply skills in synthesis.</p>				
<p>External Assessment: HSC – NESA has released Examination Specifications and sample examination questions accessible on their website.</p>				

FOOD TECHNOLOGY		Unit Value	ATAR Category
Board Developed Course		2	A
Prerequisites: Nil		Exclusions: Nil	
Cost: Year 11: \$100		Year 12: \$110	
Course Description:			
<p>The Year 11 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.</p> <p>The Year 12 HSC 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.</p>			
Main Topics Covered:			
<u>Year 11 Course:</u>		<u>Year 12 Course:</u>	
<ul style="list-style-type: none"> - Food Availability and Selection (30%) - Food Quality (40%) - Nutrition (30%) 		<ul style="list-style-type: none"> - The Australian Food Industry (25%) - Food Manufacture (25%) - Food Product Development (25%) - Contemporary Nutrition Issues (25%) 	
Particular Course Requirements:			
It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.			
External Assessment:			
For the HSC students will sit a 3 hour examination which consist of multiple choice, short and extended answer questions.			

Employment Opportunities:

The study of Food Technology 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.

In addition, the study of Food Technology Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

FRENCH CONTINUERS		Unit Value	ATAR Category		
Board Developed Course		2	A		
<p>Prerequisites: This two-year course has been designed for students who wish to continue their study of French at senior secondary level. It is intended to cater only for students with prior knowledge or experience of the French language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5. Strict eligibility rules apply to the study of this subject.</p>	<p>Exclusions: The <i>French Continuers Stage 6 Syllabus</i> is designed for the student who, typically, will have studied French for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.</p>				
Cost: Nil					
<p>Course Description:</p> <p>In the Year 11 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 the perspectives, the Individual, the French-speaking communities and the Changing World provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.</p> <p>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.</p>					
<p>Main Topics Covered:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Personal Identity - Relationships-family and friends - School Life and aspirations - Leisure and Interests - Daily life/lifestyles </td> <td style="vertical-align: top; padding-left: 20px;"> <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Arts and entertainment - Travel and tourism - The world of work - Current issues - The young person's world </td> </tr> </table>				<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Personal Identity - Relationships-family and friends - School Life and aspirations - Leisure and Interests - Daily life/lifestyles 	<p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Arts and entertainment - Travel and tourism - The world of work - Current issues - The young person's world
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Particular Course Requirements: Nil					
<p>External Assessment:</p> <p>A three hour written HSC external examination, including listening, reading and writing skills. A ten minute oral examination.</p>					

Employment / University Opportunities:

French provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

French has been, by tradition, the language of diplomacy. It is an official language in a large number of international organisations including the United Nations Organisation, the European Union, the South Pacific Commission and the Olympic Games. In today's world, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research and cultural exchange.

GEOGRAPHY		Unit Value	ATAR Category								
Board Developed Course		2	A								
Prerequisites: Nil	Exclusions: Nil										
Cost: Nil (excursions as they arise)											
<p>Course Description: Questioning the world around you is the cornerstone of geographical inquiry and underpins success in HSC Geography. Students are encouraged to explore contemporary issues in human geography through research and practical field work. By encouraging hands on learning students in Geography don't revise the textbook – they remember their experiences!</p> <p>The HSC Geography course is a more contemporary and less rigid course than what many experienced in junior Geography, although some key areas, including ecosystem management and urban development are developed throughout Years 11 and 12. Students who have enjoyed junior Science and/or Geography (of course!) will enjoy the HSC Geography course.</p> <p>Geography course content also relates to content covered in Business Studies, Economics, Society & Culture, Legal Studies, Biology, Chemistry and Earth & Environmental Science and so it is a useful complement to these subjects.</p> <p>While extended response writing is required in the HSC, the demands of this course are lower and, in turn, it is a good option for students who favour maths and sciences as an additional course to make up their unit total. 20 marks in the HSC examination are for the application of geographic skills (eg: gradient, bearing). A comparatively low state cohort means that students who perform highly, are at a considerable advantage.</p> <p>The literacy and analytical demands of this course are relatively lower compared to other Social Sciences courses. It is well suited to students who learn best through experience, use a glossary to learn new terms and have an interest in how the world is changing. For more detail on the course, please review the NSW Geography Stage 6 Syllabus. Students are encouraged to discuss the course in greater detail with Mrs Vince, Ms Quick or Mrs Papadopoulos for additional questions.</p>											
<p>Topics covered may include:</p> <table border="0"> <tr> <td><u>Year 11 Course:</u></td> <td><u>Year 12 Course:</u></td> </tr> <tr> <td>- Biophysical Interactions</td> <td>- Ecosystems at Risk</td> </tr> <tr> <td>- Global Challenges</td> <td>- Urban Places</td> </tr> <tr> <td>- Senior Geography Project</td> <td>- People and Economic Activity</td> </tr> </table>				<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- Biophysical Interactions	- Ecosystems at Risk	- Global Challenges	- Urban Places	- Senior Geography Project	- People and Economic Activity
<u>Year 11 Course:</u>	<u>Year 12 Course:</u>										
- Biophysical Interactions	- Ecosystems at Risk										
- Global Challenges	- Urban Places										
- Senior Geography Project	- People and Economic Activity										
<p>Particular Course Requirements: A minimum of 12 hours of field work is required in both Years 11 and 12. Students are required to complete a research project of their own choosing in Year 11</p>											
<p>Assessment: Current modes of assessment include in class tests, research reports, presentations and examinations. The external HSC examination consists of a 3 hour paper.</p>											

Employment / University Opportunities:

Attainment in Geography will contribute to maximising an ATAR result and will also provide the foundation for continuing study and employment in key employment sectors including: urban planning, spatial technologies, tourism, demography and public policy.

GREEK BEGINNERS		Unit Value	ATAR Category
Board Developed Course		2	A
<p>Prerequisites: The Modern Greek Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Modern Greek at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Modern Greek language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.</p>	<p>Exclusions: Students who have undertaken Stage 5 Greek language study</p>		
<p>Cost: Nil .</p>			
<p>Course Description:</p> <p>In the Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Modern Greek. Topics studied through two interdependent perspectives, the Personal World and the Greek- speaking communities provide contexts in which students develop their communication skills in Modern Greek and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of, Modern Greek 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 Greek -speaking communities through the study of a range of texts.</p> <p>Modern Greek Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills that are necessary for further education, work and everyday life.</p> <p>Main topics covered during the Preliminary and HSC courses:</p> <ul style="list-style-type: none"> - Family life, home and neighbourhood - People, places and communities - Education and work - Friends, recreation and pastimes - Holidays, travel and tourism - Future plans and aspirations 			
<p>Particular Course Requirements: Nil</p>			
<p>External Assessment:</p> <p>A two hour 40 minute written HSC external examination, including listening, reading and writing skills. A five minute oral examination.</p>			

The study of Greek provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations.

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS & FURNITURE TECHNOLOGIES		Unit Value	ATAR Category
Board Developed Course		2	A
Prerequisites: Nil	Exclusions: Other Industrial Technologies		
Cost: Year 11: \$65	Year 12: \$60 + cost of Major Project materials		
Course Description:			
Industrial Technology Stage 6 consists of project work and an Industry Study that develops a broad range of skills and knowledge related to the Timber Products and Furniture Industries. Students will also study the industrial processes and practices applied in this industry.			
Main Topics Covered:			
<u>Year 11 Course:</u> The following sections are taught in relation to the relevant focus area:		<u>Year 12 Course:</u> The following sections are taught in relation to the Timber Products and Furniture Industries through the development of a Major Project and a study of the relevant industry:	
<ul style="list-style-type: none"> - Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety - Design and Management and communication – designing, drawing, computer applications, project management, literacy, calculations, graphics - Production – display a range of through the construction of a major project - Industry Related Manufacturing Technology – understanding a range of materials, processes, tools and equipment, machinery and technologies 		<ul style="list-style-type: none"> - Industry Study - Design, Management and communication - Production - Industry related manufacturing technology 	
Particular Course Requirements:			
In the Year 11 course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry.			
In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.			
External Assessment:			
The external examination will consist of a 90 minute written paper worth 40 marks and a Major Project worth 60 marks.			

Employment Opportunities:

The study of Industrial Technology 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.

INFORMATION PROCESSES AND TECHNOLOGY		Unit Value	ATAR Category		
Board Developed Course		2	A		
Prerequisites: Nil	Exclusions: Nil				
Cost: \$50 course fee per year					
<p>Course Description:</p> <p>This is the central senior course in Computing Studies and covers a broad range of topics. Information systems and the role they play in society have increased in significance in recent years. The raw ingredients – information, information technology and participants – combine to form information processes within information systems. The area of information systems has provided major jobs growth for both women and men in recent years. Moreover, fields which have not traditionally been associated with computers – but in which processing information is a vital function – are emerging as exciting new areas of employment. These include music, the arts, science and technology as well as new and fast-growing industries that use multimedia such as game design and movies.</p> <p>The Information Processes and Technology Stage 6 course teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them. With this background, students will be well placed to adapt to new technologies as they emerge. The course analyses information systems and their development from a management perspective as well as providing practical experience in the development of systems by students themselves.</p> <p>Students should take this course if they have an interest in technology and its application to computer based information systems. Social and ethical issues are also a focus.</p> <p>NOTE: If you are unsure about which computing subject you would like to do, but would like to develop well-rounded computer literacy, this is the subject to choose.</p>					
<p>Main Topics Covered:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Introduction to Information skills and systems - Tools for Information processes - Developing Information Systems </td> <td style="vertical-align: top; padding-left: 20px;"> <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Project Management - Information Systems and Databases - Communication Systems + Option topics. Two of the following are selected: Transaction Processing Systems, Decision Support Systems, Automated Manufacturing Systems, Multimedia Systems </td> </tr> </table>				<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Introduction to Information skills and systems - Tools for Information processes - Developing Information Systems 	<p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Project Management - Information Systems and Databases - Communication Systems + Option topics. Two of the following are selected: Transaction Processing Systems, Decision Support Systems, Automated Manufacturing Systems, Multimedia Systems
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<p>Particular Course Requirements:</p> <p>This is a practical course where students are expected to create and engage with: Spreadsheets, Video production and editing, Graphics and Photoshop, Web Design Databases, Animation, Network Construction</p>					
<p>External Assessment:</p> <p>3 hour HSC examination</p>					

Employment / University Opportunities:

Further University and TAFE study, business, computer technicians, any IT related field, Professional careers using IT, IT Management, Systems analysis.

Some careers directly related to computer sciences and IT are: Database administrator, Game Developer, Information systems manager, IT consultant, Multimedia programmer, SEO Specialist, Systems Develop or Analyst, Web Developer or Designer.

INVESTIGATING SCIENCE		Unit Value	ATAR Category		
Board Developed Course		2	A		
Prerequisites: Nil		Exclusions: Nil			
Cost: Nil					
<p>Course Description:</p> <p>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.</p> <p>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.</p>					
<p>Main Topics Covered:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Module 1 Cause and Effect – Observing - Module 2 Cause and Effect – Inferences and Generalisations - Module 3 Scientific Models - Module 4 Theories and Laws </td> <td style="vertical-align: top; padding-left: 20px;"> <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> • Module 5 Scientific Investigations • Module 6 Technologies • Module 7 Fact or Fallacy? • Module 8 Science and Society </td> </tr> </table>				<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Module 1 Cause and Effect – Observing - Module 2 Cause and Effect – Inferences and Generalisations - Module 3 Scientific Models - Module 4 Theories and Laws 	<p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> • Module 5 Scientific Investigations • Module 6 Technologies • Module 7 Fact or Fallacy? • Module 8 Science and Society
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<p>Particular Course Requirements:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Practical investigations are an essential part of the Year 11 Preliminary and Year 12 HSC course.</p> <p>They will occupy a minimum of 70 hours of course time.</p>					
<p>External Assessment:</p> <p>The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks. External assessment is a written examination.</p>					

LEGAL STUDIES		Unit Value	ATAR Category												
Board Developed Course		2	A												
Prerequisites: Nil	Exclusions: Nil														
Cost: Nil (excursions as they arise)															
<p>Course Description:</p> <p>Legal Studies is a subject that fosters an appreciation of the role law plays in society in Australia and around the world. While advantageous, students are not required to have studied Commerce in Years 9-10.</p> <p>By reviewing laws, cases and media articles students are required to examine how our society is regulated with a view to analysing what else could be done to make things better. Students also examine key institutions of the law in Australia – parliament, the courts and other quasi-legal organisations; as well as the international framework for cooperation between nation states and the concept of human rights.</p> <p>Legal Studies concepts also relate to content covered in Modern History, Economics and Business Studies; and so is a useful complement to these subjects.</p> <p>Students are required to understand a legal issue from a range of perspectives and to formulate their own perspective on the best legal response. The course, in turn, requires students to quickly build factual knowledge and then apply a framework to evaluate. Top students are required to integrate significant and varied legal details to their responses and so students who utilise the news to stay informed will have an advantage in this course.</p> <p>For more detailed information, students are encouraged to review the NSW Legal Studies Syllabus or discuss the course with Ms Quick, Ms Harty, Mrs Taleb or Mrs Papadopoulos.</p>															
<p>Topics covered may include:</p> <table border="0"> <tr> <td><u>Year 11 Course:</u></td> <td><u>Year 12 Course:</u></td> </tr> <tr> <td>- The Legal System</td> <td>- Crime</td> </tr> <tr> <td>- The Individual and the Law</td> <td>- Human Rights</td> </tr> <tr> <td>- Law in Practice</td> <td>- Consumers</td> </tr> <tr> <td></td> <td>- Family</td> </tr> <tr> <td></td> <td>- Workplace</td> </tr> </table>				<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- The Legal System	- Crime	- The Individual and the Law	- Human Rights	- Law in Practice	- Consumers		- Family		- Workplace
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- The Legal System	- Crime														
- The Individual and the Law	- Human Rights														
- Law in Practice	- Consumers														
	- Family														
	- Workplace														
Particular Course Requirements: Nil															
<p>Assessment:</p> <p>Current modes of assessment include in class tests, media tasks, presentations, research reports and examinations. Students are required to incorporate specific legal details (such as laws, cases and media articles) into their responses</p> <p>The external HSC examination consists of a 3 hour paper.</p>															

Employment / University Opportunities:

An interest and enthusiasm in Legal Studies will contribute to maximising an ATAR result and will also provide the basis for continuing the study of Business, Marketing, Commerce, Economics or Laws at university.

The skills required in legal analysis are highly transferable and adaptable to all tertiary study or for those seeking employment immediately after Year 12.

MATHEMATICS: STANDARD		Unit Value	ATAR Category
Board Developed Course Year 11		2	A
<p>Prerequisites: The Mathematics Standard course is developed on the assumption that students have achieved up to and including the content and outcomes of all substrands of Stage 5.1 and most substrands of Stage 5.2.</p>		<p>Exclusions: Mathematics, Mathematics Extension 1</p>	
<p>Cost: Nil</p>			
<p>Course Description:</p> <p>Mathematics Standard provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling to solve problems related to their present and future needs. It provides an appropriate mathematics background for students entering the workforce or undertaking further tertiary training.</p> <p>This course can be followed as Mathematics Standard 1 or Mathematics Standard 2 in Year 12 with the following category and descriptions.</p>			
<p>Main Topics Covered:</p> <p>Year 11</p> <p>Topics:</p> <ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships • Applications of Measurement • Working with Time • Money Matters • Data Analysis • Relative Frequency and Probability 			
<p>Particular Course Requirements:</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/course-structure-and-requirements</p>			

MATHEMATICS: STANDARD 1	Unit Value	ATAR Category
Board Developed Course Year 12 Only	2	B
Prerequisites: The Mathematics Standard course is developed on the assumption that students have achieved up to and including the content and outcomes of all substrands of Stage 5.1 and most substrands of Stage 5.2.	Exclusions: Mathematics, Mathematics Extension 1	
Cost: Nil		
Course Description: Mathematics Standard 1 provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling to solve problems related to their present and future needs. It provides an appropriate mathematics background for students entering the workforce or undertaking further tertiary training. All students studying this course will sit for an HSC examination.		
Main Topics Covered: Year 12 Topics: <ul style="list-style-type: none"> • Types of Relationships • Right-angled Triangles • Rates • Scale Drawings • Investment • Depreciation and Loans • Further Statistical Analysis • Network and Paths 		
Particular Course Requirements: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/course-structure-and-requirements		
External Assessment: The examination will consist of a written paper worth 80 marks. The time allowed is 2 hours plus 10 minutes reading time. A reference sheet including appropriate formulae will be provided. <u>NESA approved calculators</u> , a pair of compasses and a protractor may be used.		

MATHEMATICS: STANDARD 2		Unit Value	ATAR Category
Board Developed Course	Year 12 Only	2	A
<p>Prerequisites: The Mathematics Standard course is developed on the assumption that students have achieved up to and including the content and outcomes of all substrands of Stage 5.1 and most substrands of Stage 5.2.</p>		<p>Exclusions: Mathematics, Mathematics Extension 1</p>	
Cost: Nil			
<p>Course Description:</p> <p>Mathematics Standard 2 provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling to solve problems related to their present and future needs. It provides an appropriate mathematics background for students entering the workforce or undertaking further tertiary training. All students studying this course will sit for an HSC examination.</p> <p>For students who intend to study the Year 12 Mathematics Standard 2 Course, it is recommended that they have studied for following 5.2 substrands: Area and surface area, financial mathematics, linear relationships, non-linear relationships, right-angled triangles(trigonometry), singles variable data analysis, volume, some content from equations and probability.</p>			
<p>Main Topics Covered:</p> <p>Year 12</p> <p>Topics:</p> <ul style="list-style-type: none"> • Types of Relationships • Non-right-angled Triangles • Rates and Ratios • Investments and Loans • Annuities • Bivariate Data Analysis • The Normal Distribution • Network Concepts • Critical Path Analysis 			
<p>Particular Course Requirements:</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/course-structure-and-requirements</p>			
<p>External Assessment:</p> <p>The examination will consist of a written paper worth 100 marks. The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.</p> <p>A reference sheet will be provided.</p> <p><u>NESA approved calculators</u>, a pair of compasses and a protractor may be used.</p>			

MATHEMATICS ADVANCED		Unit Value	ATAR Category		
Board Developed Course		2	A		
<p>Prerequisites: The course is developed on the assumption that students have achieved outcomes of all substrands of Stage 5.1, 5.2 and most substrands of 5.3. They will need to have demonstrated the ability, necessary skills and application to cope with the demands of this course through their exam results, classwork and rank. Students need to meet a benchmark criteria of 75% and be ranked in the top 40 in Stage 5.3. The Head Teacher reserves the right to endorse student enrolment in this course based upon the above criteria. Students must demonstrate their ability to achieve success in the first assessment task in Year 11. Student performance will be reviewed regularly during the first term of the Year 11 course. (ie: Term 1 2021) and parents will be notified of any concerns.</p>		<p>Exclusions: Mathematics Standard</p>			
<p>Cost: Nil</p>					
<p>Course Description:</p> <p>The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of view the world to investigate order, relation, pattern, uncertainty and generality.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> • 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 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. 					
<p>Main Topics Covered:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Year 11 Topics:</p> <ul style="list-style-type: none"> • Working with Functions • Trigonometric and Measure of Angles • Trigonometric Functions and Identities • Introduction to Differentiation • Logarithms and Exponentials • Probability and Discrete Probability Distributions </td> <td style="width: 50%; vertical-align: top;"> <p>Year 12 Topics:</p> <ul style="list-style-type: none"> • Graphing Techniques • Trigonometric Functions and Graphs • Differential Calculus • The Second Derivative • Integral Calculus • Modelling Financial Situations • Descriptive Statistics and Bivariate Data Analysis • Random Variables </td> </tr> </table>				<p>Year 11 Topics:</p> <ul style="list-style-type: none"> • Working with Functions • Trigonometric and Measure of Angles • Trigonometric Functions and Identities • Introduction to Differentiation • Logarithms and Exponentials • Probability and Discrete Probability Distributions 	<p>Year 12 Topics:</p> <ul style="list-style-type: none"> • Graphing Techniques • Trigonometric Functions and Graphs • Differential Calculus • The Second Derivative • Integral Calculus • Modelling Financial Situations • Descriptive Statistics and Bivariate Data Analysis • Random Variables
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<p>Particular Course Requirements: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017/course-structure-and-requirements</p>					
<p>External Assessment: HSC Year 12 – To be advised from NESAs A reference sheet is provided for examinations. <u>NESA approved calculators</u>, geometrical instruments may be used.</p>					

MATHEMATICS EXTENSION 1		Unit Value	ATAR Category		
Board Developed Course		1	A		
<p>Prerequisites: The course is developed on the assumption that students have achieved outcomes of all substrands of Stages 5.1, 5.2 and 5.3. They will need to have demonstrated the ability, necessary skills and application to cope with the demands of this course through their exam results, classwork and rank. Students need to meet benchmark criteria of 85% and be ranked in the top 20 in Stage 5.3. The Head Teacher reserves the right to endorse student enrolment in this course based upon the above criteria. Students must demonstrate their ability to achieve success in the first common assessment task in both Mathematics Advanced and Mathematics Extension 1 in Year 11. Student performance will be reviewed regularly during the first term of the Year 11 course. (ie: Term 1 2021) and parents will be notified of any concerns.</p>		<p>Exclusions: Mathematics Standard</p>			
<p>Cost: Nil</p>					
<p>Course Description:</p> <p>The content of this course will provide opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively including many which are applicable to the real world.</p> <p>The course provides a basis for progression to further study in mathematics or related disciplines and where mathematics has a vital role at a tertiary level. These pathways may include science, engineering, finance and economics. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course at HSC level.</p> <p>Students must complete all Mathematics Advanced and Extension 1 assessment tasks.</p>					
<p>Main Topics Covered:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Year 11 Topics:</p> <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Combinatorics </td> <td style="width: 50%; vertical-align: top;"> <p>Year 12 Topics:</p> <ul style="list-style-type: none"> • Proof • Vectors • Trigonometric Functions • Calculus • Statistical Analysis </td> </tr> </table>				<p>Year 11 Topics:</p> <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Combinatorics 	<p>Year 12 Topics:</p> <ul style="list-style-type: none"> • Proof • Vectors • Trigonometric Functions • Calculus • Statistical Analysis
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<p>Particular Course Requirements: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017/course-structure-and-requirements</p>					
<p>External Assessment: HSC Year 12 – To be advised from NESA A reference sheet is provided for examinations.</p> <p><u>NESA approved calculators</u>, geometrical instruments may be used.</p>					

MATHEMATICS EXTENSION 2	Unit Value	ATAR Category
Board Developed Course - Year 12 Only	1	A
<p>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 course and the Mathematics Extension 1 Year 11 course. Students need to exceed benchmark criteria for entrance into this course. Prospective candidates must have at least 11 units of study. They will need to have demonstrated the ability, necessary skills and application to cope with the demands of this course through their exam results, classwork and rank. Students need to attain 85% in Mathematics Extension 1, 90% in Mathematics Advanced and should be ranked in the top 10 Year 11 Extension 1 students. The Head Teacher Mathematics reserves the right to endorse student enrolment in this course based upon the above criteria. Students must demonstrate their ability to achieve success in the first common assessment task in both Extension 1 and Extension 2 in Year 12. Student performance will be reviewed regularly during the first term of the Year 12 course. (ie: Term 4 2019) and parents will be notified of any concerns.</p>	<p>Exclusions: Mathematics Standard</p>	
<p>Cost: Nil</p>		
<p>Course Description:</p> <p>The course provides opportunities to develop strong mathematics 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.</p> <p>The course provides a basis for progression to further study in mathematics or related disciplines and where mathematics has a vital role at a tertiary level. These pathways may include science, engineering, finance and economics.</p>		
<p>Main Topics Covered:</p> <p>Year 12 Topics:</p> <ul style="list-style-type: none"> • The Nature of Proof • Further Proof by Mathematical Induction • Further Work with Vectors • Introduction to Complex Numbers • Using Complex Numbers • Further Integration • Applications of Calculus to Mechanics 		
<p>Particular Course Requirements:</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017/course-structure-and-requirements</p>		
<p>External Assessment:</p> <p>HSC Year 12 – To be advised from NESAs A reference sheet is provided for examinations.</p> <p><u>NESA approved calculators</u>, geometrical instruments may be used.</p>		

MODERN HISTORY		Unit Value	ATAR Category
Board Developed Course		2	A
Prerequisites: Nil	Exclusions: Nil		
Cost: Nil			
Course Description:			
<p>In this course, students are introduced to the history of the modern world through the study of a broad range of major events that have helped to shape our world today. Students of Modern History look at a range of case studies and events from 1789 to the present day. The course examines modern history through a wide range of media including documentary, film, web and print sources.</p> <p>Students have the opportunity to explore their own areas of interest through the completion of a Historical Investigation and are able to use a wide range of media to present their findings. The new HSC encourages a variety of assessments to allow all students to follow their own interests in this course.</p> <p>This course is particularly valuable to students who wish to develop their skills in writing, which is essential to nearly all HSC and University courses. It also develops critical thinking and analysis skills, which will complement and assist them in many subjects (e.g. English, Legal Studies and Economics) in the HSC. The study of Modern History gives an understanding of major events of the twentieth century, which provides an essential background for many other subjects studied at school and university. For additional questions, students are encouraged to speak with Mr Kelly and Ms Gill.</p>			
Topics covered may include:			
<u>Year 11 Course:</u>		<u>Year 12 Course:</u>	
<ul style="list-style-type: none"> - The Downfall of the Romanov Dynasty - The Making of Modern South Africa - World War 1 - Historical Investigation 		<ul style="list-style-type: none"> - Core Study: Power & Authority, including the Nazi Regime to 1939 - Russia and the Soviet Union - Conflict in Europe from 1935-1945 - Apartheid in South Africa 	
Particular Course Requirements: Nil			
External Assessment:			
HSC – 3 hour examination			

STUDENTS ALSO HAVE THE OPPORTUNITY TO STUDY EXTENSION HISTORY IN YEAR 12 IF THEY STUDY EITHER MODERN OR ANCIENT HISTORY

Employment / University Opportunities:

The writing and analysis skills developed in this course are particularly useful to students intending to study Law, Arts, Communications, International Studies, Media, Education, business management/marketing or any field where employers want applicants with a sound general knowledge who can think critically and flexibly and communicate effectively.

Modern History Stage 6 also provides a valuable foundation for a range of courses at University and other tertiary institutions and past students often relate how their study of Modern History prepared them well for their studies at University.

MUSIC 1	Unit Value	ATAR Category		
Board Developed Course	2	A		
Prerequisites: Nil	Exclusions: Music 2			
<p>Cost: Nil. It is recommended that Music students attend private lessons for their chosen Instrument/Voice.</p>				
<p>Course Description: Students in Music 1 range from those with beginner instrumental and/or vocal skills to those with highly developed performance skills in a variety of musical styles including contemporary/popular and classical music. Many of the students have highly developed aural skills that have been nurtured through performance by imitation, and skills in improvisation have often been developed through the same process.</p> <p>Music 1 assumes no prior knowledge of musical notation beyond the basic introduction in the Years 7–10 Mandatory course. It recognises that students who have had no further involvement in Music beyond their introduction in the Mandatory course will need to revisit elementary musical skills and understanding.</p>				
<p>Main Topics Covered: The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields. In Music 1, students will study: the concepts of music; through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><u>Year 11 Course:</u> Students will study at least THREE topics from a broad list of music styles, periods and genres including: Rock; Music for Radio, Film, Television and Multimedia; Jazz; Medieval Music, Popular Music.</p> </td> <td style="vertical-align: top; width: 50%;"> <p><u>Year 12 Course:</u> Students will study at least THREE topics from the syllabus. The topics must be: Either THREE topics which are different from those studied in the Year 11 course or TWO topics which are different from those studied in the Year 11 course and ONE topic from the Year 11 course which shows greater depth of understanding, explores new repertoire and includes a comparative study.</p> </td> </tr> </table>			<p><u>Year 11 Course:</u> Students will study at least THREE topics from a broad list of music styles, periods and genres including: Rock; Music for Radio, Film, Television and Multimedia; Jazz; Medieval Music, Popular Music.</p>	<p><u>Year 12 Course:</u> Students will study at least THREE topics from the syllabus. The topics must be: Either THREE topics which are different from those studied in the Year 11 course or TWO topics which are different from those studied in the Year 11 course and ONE topic from the Year 11 course which shows greater depth of understanding, explores new repertoire and includes a comparative study.</p>
<p><u>Year 11 Course:</u> Students will study at least THREE topics from a broad list of music styles, periods and genres including: Rock; Music for Radio, Film, Television and Multimedia; Jazz; Medieval Music, Popular Music.</p>	<p><u>Year 12 Course:</u> Students will study at least THREE topics from the syllabus. The topics must be: Either THREE topics which are different from those studied in the Year 11 course or TWO topics which are different from those studied in the Year 11 course and ONE topic from the Year 11 course which shows greater depth of understanding, explores new repertoire and includes a comparative study.</p>			
Particular Course Requirements: nil				
<p>Assessment: Core Assessment covers all areas of this course. Performance; Composition; Aural and Musicology and are weighted equally. HSC Assessment Tasks are set in each core component 55% and also in 3 Electives 45% chosen from Performance, Composition and Musicology.</p>				

Employment / University Opportunities:

Students can progress to some tertiary institutions on an audition basis. They may enter the music industry as performers. They may continue Composition or progress into Audio/Sound field. Some of the music careers available include: Performers and writers, Recording, Record industry, Industry touring, Music education, Radio and television, Symphony orchestra, Music health, and Instrument work and development.

MUSIC 2	Unit Value	ATAR Category		
Board Developed Course	2	A		
Prerequisites: This demanding course requires students to have a broad music background such as Elective Music in Stage Five or a study of an instrument supported by musicianship. Students are expected to be familiar with standard form of music notation.	Exclusions: Music 1			
<p>Cost: Nil. It is recommended that Music students attend private lessons on their chosen Instrument/Voice and may require professional accompaniment for performance examinations.</p>				
<p>Course Description: Students develop skills in performance, composition, aural and musicology through the study of the concepts of music. The Mandatory Topic in the Year 11 Course is the study of Music 1600-1900. In the Year 12 course students study Music composed in the last 25 years with a focus on Australian Music. In both years students research an additional topic.</p>				
<p>Main Topics Covered:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Performance - Composition - Aural - Musicology - Music 1600-1900 </td> <td style="width: 50%; vertical-align: top;"> <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Performance - Composition - Aural - Musicology - Music composed in the last 25 year. - Australian music and composers </td> </tr> </table>			<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Performance - Composition - Aural - Musicology - Music 1600-1900 	<p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Performance - Composition - Aural - Musicology - Music composed in the last 25 year. - Australian music and composers
<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Performance - Composition - Aural - Musicology - Music 1600-1900 	<p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Performance - Composition - Aural - Musicology - Music composed in the last 25 year. - Australian music and composers 			
<p>Particular Course Requirements: Nil.</p>				
<p>Assessment: Core Assessment covers all areas of this course totalling 70%: Performance 20% Composition 15% Musicology and Aural 35%</p> <p>Elective 30%: Students choose one area as an elective from Performance, Composition or Musicology.</p>				

Employment / University Opportunities:

This course can lead to music studies at tertiary Institutions such as Universities and Conservatoriums leading to careers in performance, composition, music education, music therapy, instrumental teaching or conducting.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION		Unit Value	ATAR Category		
Board Developed Course		2	A		
Prerequisites: Nil	Exclusions: Nil				
Cost: Nil					
<p>Course Description:</p> <p>The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.</p> <p>The Year 11 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.</p> <p>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.</p>					
<p>Main Topics Covered:</p> <table> <tr> <td> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Core 1 – Better Health for Individuals (30%) - Core 2 – Body In Motion (30%) - 2 Options (choice made from) – First Aid, Fitness Choices, Outdoor Education and Composition and Performance (40%) </td> <td> <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Core 1 – Health Priorities in Australia (30%) - Core 2 – Factors Affecting Performance (30%) - 2 Options (choice from) – Sports Medicine, Improving Performance, Equity and Health and Health of Young People (40%) </td> </tr> </table>				<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Core 1 – Better Health for Individuals (30%) - Core 2 – Body In Motion (30%) - 2 Options (choice made from) – First Aid, Fitness Choices, Outdoor Education and Composition and Performance (40%) 	<p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Core 1 – Health Priorities in Australia (30%) - Core 2 – Factors Affecting Performance (30%) - 2 Options (choice from) – Sports Medicine, Improving Performance, Equity and Health and Health of Young People (40%)
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Particular Course Requirements: Nil					
<p>External Assessment:</p> <p>HSC Examination – 3 hours</p> <p>20 Multiple Choice (20 marks core 1 and 2 only), short answer responses based on Core 1 and 2 (40 marks), short answer and extended response based on the two options studied (40 marks).</p>					

Employment / University Opportunities:

There are a multitude of employment opportunities that fall within the realm of health and physical education including but not limited to; health sciences (physiotherapy/occupational therapy), physical education, health promotion, sport medicine/administration and health care work.

PHYSICS	Unit Value	ATAR Category		
Board Developed Course	2	A		
Prerequisites: Satisfactory completion of Stage 5 Science course.	Exclusions:			
Cost: \$35 (plus additional excursion expenses)				
Recommendation: successful study requires a good understanding of Mathematics, therefore students should be capable of at least the Mathematics Advanced course				
<p>Course Description:</p> <p>The Physics course involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>The problem-solving nature of Physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena. Students who study Physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.</p> <p>The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of Physics often provides the unifying link between interdisciplinary studies.</p>				
<p>Main Topics Covered:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Year 11 Course:</u> <ul style="list-style-type: none"> - Kinematics - Dynamics - Waves and Thermodynamics - Electricity and Magnetism </td> <td style="width: 50%; vertical-align: top;"> <u>Year 12 Course:</u> <ul style="list-style-type: none"> - Advanced Mechanics - Electromagnetism - The Nature of Light - From the Universe to the Atom </td> </tr> </table>			<u>Year 11 Course:</u> <ul style="list-style-type: none"> - Kinematics - Dynamics - Waves and Thermodynamics - Electricity and Magnetism 	<u>Year 12 Course:</u> <ul style="list-style-type: none"> - Advanced Mechanics - Electromagnetism - The Nature of Light - From the Universe to the Atom
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<p>Particular Course Requirements:</p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations.</p> <p>Practical investigations are an essential part of the Year 11 course and 12 course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork. <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. 				
<p>External Assessment:</p> <p>HSC Examination – specimen paper available on NESAs website</p>				

Employment / University Opportunities:

Physics, Medicine, Engineering, Pilot, Architecture, Metallurgy, Optometry, Radiography, Meteorology, Astronomy, Nuclear Physicist and Law.

[RETURN TO FRONT OF GUIDE](#)

Senior Studies Guide 2022 (Year 10, 2021)

Disclaimer: All efforts were made to ensure the information contained within this book were correct at the time of publication. At all times SHS will be guided by NESAs requirements. For any and all questions, please seek advice from a Deputy Principal.

SOCIETY AND CULTURE		Unit Value	ATAR Category		
Board Developed Course		2	A		
Prerequisites: Nil		Exclusions: Nil			
Cost: Nil (excursions as they arise)					
<p>Course Description:</p> <p>Society and Culture is a specialist course for students who are interested in exploring the interactions between individuals, the cultures in which we operate and the forces shaping communities over time. If you are interested in how your identity has been shaped and how collective experience forms social identity and customs then you will find this course interesting.</p> <p>More like a university course, Society and Culture borrows heavily from sociology, psychology, anthropology and political science. It is a course requirement that students develop, apply, analyse and evaluate their own research. Using examples and issues to provide context, the course examines aspects of societies and cultures including: power, authority, gender and technology. It requires and seeks to develop high levels of cultural literacy and an ability to examine source bias and ethical research.</p> <p>Unlike most other HSC courses, there are few content parallels. However, students who have a breadth of cultural experiences both in Australia and abroad tend to find it easier to adapt course concepts to their own experience sets. Students of history and social sciences will find the style of writing and analysis complementary.</p> <p>Students should familiarise themselves with the Personal Interest Project, a major work project which constitutes 40% of the external mark for the HSC.</p> <p>For greater details, students are encouraged to review the NSW Society and Culture Syllabus or to discuss this course with Mrs Taleb, Ms Harty or Mrs Vince.</p>					
<p>Topics covered may include:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - The Social and Cultural World - Personal and Social Identity - Intercultural Communication </td> <td style="vertical-align: top; padding-left: 20px;"> <p><u>HSC Course:</u></p> <ul style="list-style-type: none"> - Social and Cultural Continuity and Change - Belief Systems and Ideologies - Social Inclusion and Exclusion - Personal Interest Project </td> </tr> </table>				<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - The Social and Cultural World - Personal and Social Identity - Intercultural Communication 	<p><u>HSC Course:</u></p> <ul style="list-style-type: none"> - Social and Cultural Continuity and Change - Belief Systems and Ideologies - Social Inclusion and Exclusion - Personal Interest Project
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Particular Course Requirements: nil					
<p>Assessment:</p> <p>Current modes of assessment include in class tests, presentations, research reports and examinations.</p> <p>The external HSC examination consists of a 2 hour paper (60%) as well as submission of the Personal Interest Project (PIP) – a 6000 word research paper of a students’ own choosing.</p>					

Employment / University Opportunities:

The intellectual and research requirements of Society and Culture are far more like a University Course than a HSC one. In turn, it is excellent preparation for the demands of tertiary study in all forms, but is especially useful for studies within: The Arts, Global Studies, Urban Planning, Government & Policy, International Relations, Law, Business and Psychology.

SOFTWARE DESIGN AND DEVELOPMENT		Unit Value	ATAR Category
Board Developed Course		2	A
Prerequisites: Nil	Exclusions: Nil		
Cost: \$30 per year			
<p>Course Description:</p> <p>Students should choose this subject if they like problem solving and are interested in programming computers, authoring multimedia with scripting, and computer science. Students will be introduced to a range of programming languages and styles and will master at least one in depth. Software Design and Development refers to the creativity, knowledge, values and communication skills required to develop computer programs. The subject provides students with a systematic approach to problem-solving, an opportunity to be creative, excellent career prospects and interesting content. Software development is a distinctive field within the computing discipline. Those who will do further study in this field are at an advantage if they understand software programming.</p> <p>There are many different approaches that can be taken in developing software. An understanding of these and the situations in which they are applied is essential in software development as is an understanding of how hardware and software are interrelated. In order to develop solutions that meet the needs of those who will use them, communication, personal and team skills are required by developers. Together, these form the basis for the course.</p>			
<p>Main Topics Covered:</p> <ul style="list-style-type: none"> - Concepts and Issues in the Design and Development of Software - Development and Impact of Software Solutions - Software Development Cycle - Developing Software Solutions and a Solution Package - Project work <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - Software development approaches - Hardware functionalities - Social and ethical issues - Project Management <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - Application of software development approaches in major work - Social and ethical issues - Option topic: Programming paradigms or The interrelationship between software and hardware 			
<p>Particular Course Requirements: Students will need good mathematical, analytical and problem-solving skills. Although it is not an official requirement, it is highly recommended students are also studying a mathematics course in year 11 and 12.</p>			
<p>Assessment:</p> <p>In Year 11 and 12 students are assessed through project work and written examinations. In Year 12 students complete a major project developing a software solution of their choice. This forms part of their school assessment.</p> <p>External Assessment:</p> <p>HSC - 3 hour examination</p>			

Employment / University Opportunities:

TAFE, university study, computer programmer, software design, computer Science, Web design, multimedia design, game design, database administrator, game developer, information systems manager, IT consultant, multimedia programmer, SEO specialist, systems analyst, systems developer, Web designer, Web developer, computer science researcher (e.g. researching the field of Artificial Intelligence), Bioinformatics engineer, Robotics engineer. Any number of science related degrees will combine well with Computer Science .

STUDIES OF RELIGION		Unit Value	ATAR Category
Board Developed Course		2	A
Prerequisites: Nil		Exclusions: Nil	
Cost: Nil (excursions as they arise)			
Course Description:			
<p>Studies of Religion supports students in developing an appreciation of society which is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life. Students have the opportunity to broaden their world view and understanding of the society we live in.</p> <p>The Studies of Religion syllabus acknowledges that there are many ways of studying religion. It investigates the significance of the role of religion in society and, in particular, within Australian society. It recognises and appreciates the place and importance of Aboriginal belief systems and spiritualities in Australia. This syllabus enables students who live in a multifaith and multicultural society to progress from a broad understanding of religious traditions to specific studies within these traditions. The syllabus provides a focus on religious expression in Australia and, also, investigates religion's place within the global community. The syllabus is designed for students in all schools and ensures students study more than one religious tradition. The course enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well-ordered society. It endeavours to assist in the provision of a context within which schools have the opportunity to foster students' academic, affective and spiritual development.</p> <p>Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners. Studies of Religion provides a learning experience that prepares students for further education and training, employment and full and active participation as citizens within society.</p>			
Topics covered may include:			
<u>Year 11 Course:</u>		<u>Year 12 Course:</u>	
<ul style="list-style-type: none"> - Nature of Religion and Beliefs - Religion in Australia pre-1945 - Depth Studies: Islam, Judaism and Christianity 		<ul style="list-style-type: none"> - Religion and Belief Systems in Australia post-1945 - Religion and Peace - Religion and Non Religion - Depth Studies: Islam, Judaism and Christianity 	
Particular Course Requirements: Nil			
External Assessment:			
HSC – 3 hour examination			

Employment/University Opportunities:

The writing and evaluative skills developed in this course are particularly useful for students intending to study Law, Arts, International Studies or Education. The course contributes to a broad world view and understanding of society which is highly beneficial for future employment in areas that require interpersonal skills and an insightful understanding of human behaviour.

TEXTILES AND DESIGN		Unit Value	ATAR Category										
Board Developed Course		2	A										
Prerequisites: Nil	Exclusions: Nil												
Cost: \$50 course fee per year (plus project materials)													
<p>Course Description: Textiles and Design is a predominately practical course. The theoretical component supports the students understanding of the textile medium and textiles in society. Students explore their creative abilities and skills in designing, manipulating, experimenting and selecting textiles for various end uses. Textiles and Design develops a body of knowledge, skills and values that contribute to the overall education of students and which can provide opportunities for small business and leisure activities useful throughout life. It develops student creativity and project management skills that promote self-esteem and satisfaction. Students develop an understanding that textiles in industry, small business and in leisure activities has an emphasis on project work and students emulate this through the designing, planning and manufacturing of a Major Textiles Project. Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s:</p> <ul style="list-style-type: none"> • apparel • furnishings • costume • textile arts • non-apparel. 													
<p>Main Topics Covered:</p> <table> <tbody> <tr> <td>Year 11 Course:</td> <td>Year 12 Course:</td> </tr> <tr> <td>- Design (40%)</td> <td>- Design (20%)</td> </tr> <tr> <td>- Properties and Performance of Textiles (50%)</td> <td>- Properties and Performance of Textiles (20%)</td> </tr> <tr> <td>- The Australian Textile, Clothing, Footwear and Allied Industries (10%)</td> <td>- The Australian Textile, Clothing, Footwear and Allied Industries (10%)</td> </tr> <tr> <td></td> <td>- Major Textiles Project (50%)</td> </tr> </tbody> </table>				Year 11 Course:	Year 12 Course:	- Design (40%)	- Design (20%)	- Properties and Performance of Textiles (50%)	- Properties and Performance of Textiles (20%)	- The Australian Textile, Clothing, Footwear and Allied Industries (10%)	- The Australian Textile, Clothing, Footwear and Allied Industries (10%)		- Major Textiles Project (50%)
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	- Major Textiles Project (50%)												
<p>Particular Course Requirements: Students must possess an interest in creativity and practical work. In the Year 11 course students are required to complete two practical projects and supporting documentation. For the Year 12 course the students are required to complete one practical project and supporting documentation which is externally marked. Students must be able to plan and manage the completion of this project by the due date.</p>													
<p>External Assessment: For the HSC students will sit a 1 ½ hour examination which consist of multiple choice and short answer questions. (50%) Major Textiles Project and supporting documentation. (50%) This is packaged and posted to the marking centre.</p>													

Employment Opportunities:

The study of Textiles and Design 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.

In addition, the study of Textiles and Design Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

VISUAL ARTS		Unit Value	ATAR Category		
Board Developed Course		2	A		
Prerequisites: Nil		Exclusions: Nil			
Cost: \$100 per year with possible additional expenses for the production of the body of work.					
<p>Course Description:</p> <p>Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as other cultures, traditions and times. The Year 11 Course is broad, while the HSC Course provides for deeper, increasingly more independent investigations.</p> <p>The literacy and analytical demands of this course are high. It is well suited to students who will work hard in class, ask questions and engage in regular revision to ensure they are up to date with coursework. Students who enjoy working autonomously are creative and have competent time-management skills would suit this course.</p>					
<p>Main Topics Covered:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - The nature of practice in artmaking, art criticism and art history through different investigation - The role and function of artists' artwork, the world and audiences in the artworld - The frames 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 expressive forms. </td> <td style="vertical-align: top; padding-left: 20px;"> <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - How students may develop their own informed points of view in increasingly more independent ways using the frames - How students may develop their own practice of artmaking, art criticism and art history applied to selected areas of interest - How students may learn about the relationships between artist, artwork, world and audience within the artworld - How students may further develop meaning and focus in their work. </td> </tr> </table>				<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> - The nature of practice in artmaking, art criticism and art history through different investigation - The role and function of artists' artwork, the world and audiences in the artworld - The frames 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 expressive forms. 	<p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> - How students may develop their own informed points of view in increasingly more independent ways using the frames - How students may develop their own practice of artmaking, art criticism and art history applied to selected areas of interest - How students may learn about the relationships between artist, artwork, world and audience within the artworld - How students may further develop meaning and focus in their work.
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<p>Particular Course Requirements:</p> <p>Year 12: students must submit a body of work, worth 50 marks, and sit for a written examination, worth 50 marks, at the Higher School Certificate.</p>					
<p>External Assessment:</p> <p>HSC Course:</p> <p>Practical Body of Work 50%</p> <p>Theory Final Examination 50%</p>					

Employment / University Opportunities:

Visual Arts students develop their skills in communication, creative thinking, problem solving, writing and analysis. They are given opportunities to work autonomously and in collaboration. These skills are valuable and build a solid foundation for students moving into the work force or into higher education. Specific links can be made between Visual Arts and the following career paths: Art Critic, Art historian, Gallery Curator, Practicing Artist, Architecture, Advertising, Design, Art Directing, Graphics and Media Studies, Animation, Film Making, Game Design, Photography, Printing, Teaching, Town Planning and many more.

SPORT LEISURE AND RECREATION		Unit Value	ATAR Category
Board Endorsed Course		2	NO
Prerequisites: Nil	Exclusions: Nil		
Cost: \$45			
<p>Course Description: The Sport, Lifestyle and recreation content endorsed course develops in each student the knowledge, understanding and skills needed to adopt active and health – promoting lifestyles.</p> <p>The course features a highly practical focus: physical activity being both an area of study and a medium for learning. Students are given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. This course provides a sound platform for further study in coaching or in the fitness industry.</p> <p>This course caters for a wide range of student needs. It can assist students in developing:</p> <ul style="list-style-type: none"> • the qualities of a discerning consumer and an intelligent critic of physical activity and sport • high levels of performance skill in particular sports • the capacity to adopt administrative roles in community sport and recreation • the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas. <p>It builds upon the learning of PDHPE in years 7 to 10 and suits students who have an interest in sport and physical activity. Note that it does not contribute to an ATAR and is not as academically challenging as Stage 6 PDHPE.</p>			
<p>Main Topics Covered:</p> <ul style="list-style-type: none"> • Fitness and Resistance Training • Games and Sport Application • Outdoor Recreation • Sports Injuries 			
Particular Course Requirements: NIL			
<p>Assessment: External Assessment: 50% - knowledge and understanding, tests, exams and assignments 50% - Practical Skills Work</p>			

Employment / University Opportunities:

Fitness Industry, Outdoor Recreation, First Aid and Coaching opportunities.

Life Skills courses provide an alternative HSC for students with special learning needs. They are not examined externally and do not contribute to an ATAR.

Each course is studied at 2 unit level in Year 11 and in Year 12. Students, in consultation with the Head Teacher Special Education, will be able to undertake the following program of study for the awarding of a Life Skills HSC. NESAs have developed Life Skills courses for a range of subjects.

Life Skills HSC subjects offered at Sylvania High School are:

- English Life Skills
- Mathematics Life Skills
- Science Life Skills
- Personal Development Health and Physical Education Life Skills
- Human Society and its Environment Life Skills.
 - This includes aspects of Aboriginal Studies, Citizenship and Society Studies, Geography, History and Legal Studies.
- Creative Arts Life Skills
 - This includes Music and Visual Arts.
- Technology Life Skills
 - This includes aspects of Food technology and Industrial Technology.

Courses focus on generalising knowledge, understanding, skills, values and attitudes across a range of post school destinations. The structure of each course is designed to provide a broad and balanced approach to meet individual student needs in preparation for participation into community life.

At Sylvania High School it is possible for students to make up their units with a combination of life skills and mainstream subjects.

Life Skills courses are developed on an individual basis. Planning is a collaborative process where an Individual Transition Plan is developed by parents, student, and the school's Learning Support Team.

Post-School Options

These may involve employment, community involvement, further study or, a combination of all three. Prior to leaving school, relationships are established with post-school service providers and assessments are offered through the NDIS School Leaver Employment Support (SLES) Functional Assessment for School Leavers, to determine appropriate levels of support for individual students.

VOCATIONAL EDUCATION AND TRAINING PUBLIC SCHOOLS NSW, Ultimo RTO 90072 Vocational Education and Training (VET) Courses

Public Schools NSW, Ultimo RTO 90072 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Ultimo RTO 90072, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

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

Vocational Education and Training (VET) Courses

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

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

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

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

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

Sylvania High School offers the following Vocational Education and Training subjects:

- Business Services
- Construction
- Hospitality

Vocational Education and Training courses provide students with the opportunity to gain:

- an industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF)
- a NSW Higher School Certificate (HSC)
- an ATAR. The examination mark from **one** Industry Curriculum Framework VET course may be included in the calculation of a student's ATAR.
- a range of technical, personal and organisational skills highly valued by employers .

School based assessment

VET courses are competency based. This requires students to develop skills and knowledge and then demonstrate these to a qualified assessor. When demonstrated to an industry standard, the student is then deemed 'competent'.

Students complete assessment tasks known as cluster tasks, to assess their level of competence. Cluster tasks contain both written and practical work.

HSC examination (optional)

The HSC examination for a VET course will involve a written examination made up of multiple choice, short answers and extended responses. This written examination is optional, but must be undertaken by any student wishing to achieve an ATAR.

This examination is independent of the competency-based assessment and has no impact on a student receiving AQF qualifications.

Work placement

To be eligible for an HSC in a VET course, students must complete a mandatory work placement in both the Year 11 and Year 12 courses. A total of 70 hours for a 240 hour 2 unit course must be completed in the industry relevant to their VET course by the conclusion of Term 3 of their HSC year.

Students who can provide evidence of recent or relevant experience in the industry relevant to their course can apply for Recognition of Prior Learning (RPL). These students should seek the advice of their VET teacher or VET Coordinator.

Students who do not attend work placement due to illness or misadventure must notify the school and produce appropriate evidence on return to school. Non-completion of work placement is grounds for withholding the course and students may be issued an 'N' determination.

REFUND POLICY

If a student decides to leave the course, they must contact the School Office for details of the refund policy.

The school VET coordinator has more information on VET courses.

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2022 Business Services Course Description

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time with minimal disruption or disadvantage.



NSW Education

Course: **Business Services**
IBoard Developed Course

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

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.

BSB20115 Certificate II in Business *

Based on Business Services Training Package Version 5 (BSB v6.1)

Units of Competency**Core**

BSBWHS201 Contribute to health and safety of self and others

Electives

BSBCUS201 Deliver a service to customers
BSBSUS201 Participate in environmentally sustainable work practices
BSBIND201 Work effectively in a business environment
BSBINM201 Process and maintain workplace information
BSBINN201 Contribute to workplace innovation
BSBCMM201 Communicate in the workplace
BSBITU211 Produce digital text documents
BSBITU212 Create and use spread sheets
BSBWOR204 Use business technology

BSBITU213 Use digital technologies to communicate remotely AND

BSBITU312 Create electronic presentations

Additional units required to attain a HSC credential in this course

TLIP2029 Prepare and process financial documents
BSBITU307 Develop keyboarding speed and accuracy

** NB advice provided is based on existing NESA course information, however qualification BSB30120 Certificate III in Business will be delivered, subject to NESA approval*

Recommended Entry Requirements

Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.

Examples of occupations in the business services industry:

- administration assistant
- office junior
- information desk assistant
- clerical worker
- receptionist
- data entry operator

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 the 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 units/s of competency.

Appeals and Complaints

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

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

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



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

Course: **Construction**
Board Developed Course

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

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.

CPC20211 Certificate II in Construction Pathways *
Based on Construction, Plumbing and Services Training
Package Version Release 5 (CPC08 v9.8)

Mandatory Units of Competency

CPCCCM1012A Work effectively and sustainably in the construction Industry

CPCCCM1013A Plan and organise work

CPCCCM1014A Conduct workplace communication

CPCCCM1015A Carry out measurements and calculations

CPCCCM2001A Read and interpret plans and specifications

CPCCCM2005B Use construction tools and equipment

CPCCWHS1001 Prepare to work safely in the construction industry

CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Electives

CPCCBL2001A Handle and prepare bricklaying and blocklaying materials

CPCCBL2002A Use bricklaying and blocklaying tools and equipment

CPCCCA2011A Handle carpentry materials

CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground

CPCCCO2013A Carry out concreting to simple form

Additional units required to attain a HSC credential in this course

CPCCCM2006B Apply basic levelling procedures

CPCCWHS1001 Prepare to work safely in the construction industry.

The construction induction certificate (CIC or white card) will be issued by SafeWork NSW upon provision of evidence from an RTO that this competence has been achieved. This will allow student access to construction sites across Australia for work purposes.

Students may apply for Recognition of Prior Learning and/or Credit Transfer provided suitable evidence is submitted.

** NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways will be delivered, subject to NESA approval*

Recommended Entry Requirements

Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

Examples of occupations in the construction industry:

- building
- bricklaying
- concreting
- carpentry
- shop fitting
- joinery

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 the NESA. The SafeWork NSW General Induction Training - (White Card) is a mandatory requirement before commencing work placement.

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 they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

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

Course Costs: Consumables \$ 65
steel cap boots

Other (eg: White Card) approx \$ 90, High-vis work shirt, safety glasses,

Refund Arrangements on a pro-rata basis

Please see your VET

teacher to enquire about financial assistance.

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

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>



Course: Hospitality - Kitchen Operations
Board Developed Course

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

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.

SIT20416 Certificate II in Kitchen Operations
Based on SIT Tourism, Travel and Hospitality training package (Release 1.2)

Units of Competency

Core

BSBWOR203 Work effectively with others
SITHCCC001 Use food preparation equipment
SITHCCC005 Prepare dishes using basic methods of cookery
SITHCCC011 Use cookery skills effectively
SITHKOP001 Clean kitchen premises and equipment
SITXFSA001 Use hygienic practices for food safety
SITXINV002 Maintain the quality of perishable items
SITXWHS001 Participate in safe work practice

Electives

SITHCCC002 Prepare and present simple dishes
SITHCCC003 Prepare and present sandwiches
SITHCCC006 Prepare appetisers and salads
BSBSUS201 Participate in environmentally sustainable work practices
SITXFSA002 Participate in safe food handling practices
SITHIND002 Source and use information on the hospitality industry

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry

- trainee chef short order
- fast food cook breakfast cook

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 Kitchen is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, 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 teacher.

Course Costs: Consumables \$190

Other: Students must purchase a full Hospitality uniform

Refund Arrangements on a pro-rata basis
enquire about financial assistance

Please see your VET teacher to

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

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>

EXTERNAL COURSE INFORMATION

Students interested in completing a Year 11 and Year 12 course through an external course provider will need to attend TVET information meetings with Ms Stanton and complete the External Studies Application Form.

Students should be aware of the following:

1. they will be required to complete 12 units at SHS until satisfactory progress is made across Term 1
2. completing an external course may require a student to miss timetabled SHS lessons, and **it is the responsibility of the individual student to identify worked missed and complete all that is required** to maintain currency.

TAFE BASED VET COURSES (TVET)

Consider carefully any TVET selection you make. If you select a TVET course for the wrong reason you may not be successful in completing the course. This may then put the successful completion of Year 11 in danger. All students are required to consult the Careers Adviser prior to making your application.

The majority of TVET classes are held on TUESDAY afternoons each week. Classes usually start from 1pm onwards and finish by 5pm. Occasionally other days and/or times are organised by TAFE. As courses run in and out of school time, some students will miss some classes at school and this will be required to be completed in student's own time. Be aware of this and consider whether you are willing to miss these classes.

If students miss a TAFE lesson for any reason, explanation and documentation needs to be given to the Careers Adviser at Sylvania High School on return to school. Students attending TVET are responsible for payment of bus or train fares to and from the TAFE college. School transport passes may not be used. **It is important to note that if a student withdraws from a course after acceptance, a fee may apply.**

APPLICATION PROCEDURE FOR TVET COURSES:

1. TVET application form must be picked up, completed and returned to Ms Stanton by the due date. Application forms will be available during Term 4. NB Late applications will not be considered
2. Students will be interviewed by Ms Stanton and a member of the school's senior executive to determine their suitability.
3. Suitable students will have their TVET application forms forwarded to the appropriate TAFE College by the school.
4. Students will be informed, through the school, if their application with TAFE have been successful.

Criteria for Consideration for TVET Courses:

- Demonstrated post school career path which requires their chosen TVET Course.
- Proven application to studies and regular attendance at school.
- The number of TVET positions for Year 12 HSC students is limited. This number is determined on the curriculum pattern established when this cohort is in Year 11 Preliminary. Year 12HSC students may be placed on a priority waiting list for TVET if the number of applicants exceeds the number established in the curriculum pattern from Year 11Preliminary.

TAFE is an adult learning environment in which all TAFE attendance and assessment requirements must be met. Before accepting an application TAFE requires the school to make a recommendation as to the student's suitability. This recommendation is based on the student's work effort, behaviour and attendance.

Remember, if you select a TVET course which you do not wish to continue in Year 12, and you wish to drop a school based course, you may be limiting your options for an ATAR or in some cases your HSC.

Entry to most courses is competitive. There are no TAFE fees (unless a student withdraws after the commencement date); however, students must provide their own materials. Course availability is subject to demand. There are 2 types of courses, ATAR and non-ATAR. School based Traineeships and Apprenticeships may be available for some courses.

For a full list of courses and their locations, see the Careers Adviser.

VIRTUAL VET COURSES

Students may also be interested in the learning opportunities created through the Virtual VET program. A range of courses are on offer, however, students must be mindful of the additional requirements for these courses. Specifically:

- Access to a personal device to support learning in a virtual environment
- Willingness to also participate in face to face workshops organised as part of the course (which may occur in term breaks)
- Commitment to participate in online learning hours, timeframes and assessments

Students will use the same application process as per standard TVET courses. The infographic below may be of use in initially considering a Virtual VET course.

A list of available courses can be found at: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses>

IS AN ONLINE COURSE RIGHT FOR ME?

CAA
Careers Advisers Association
NSW & ACT

ACADEMIC READINESS & COMPETENCY
Online courses require sound reading, writing & computer literacy skills including knowing how to: create & format documents; navigate the internet for researching tasks; download, install & use various software.

SELF-MOTIVATED & SELF-DISCIPLINED
While courses may be teacher delivered, students need to be able to self-manage & self-direct their learning. Time management skills, self-motivation, self-discipline & independent study habits are essential.

COMMUNICATION
Successful online learners need to be able to ask for help, make contact with teachers, talk on the phone and send email communications as these methods often replace the usual face-to-face contact.

FLEXIBLE SCHEDULING
Courses are often completed at your own pace & when you complete the work will often be up to you. You may not have time to complete the work at school so work may need to be completed outside of school hours.

ACCESS TO TECHNOLOGY
You need to be technologically prepared with access to a reliable internet connection & computer to complete your work. There may also be times where you need access to a printer.

FAILURE TO COMPLETE
If you are completing a course as part of your HSC, failure to complete the course may impact your eligibility for a HSC.

CHANGING YOUR MIND
Changing courses may not be possible. Consider the cost of the course as there are likely no refunds if you change your mind.

GOOD STUDY ENVIRONMENT
It is important that you have a readily accessible place where you can complete your work with minimal disruptions.

TRANSPORT & COMMUTING
Whilst there may not be any day-to-day travel or face-to-face sessions, consider whether there are mandatory periods of training or work placement where travel will be required.

LEARNING SUPPORT
You need to be proactive in contacting online teaching staff in the event that you have questions or need assistance with the work. You need to be organised and allow for potential delays in receiving the support or guidance you need.

[RETURN TO FRONT OF GUIDE](#)

Senior Studies Guide 2022 (Year 10, 2021)

Disclaimer: All efforts were made to ensure the information contained within this book were correct at the time of publication. At all times SHS will be guided by NESAs requirements. For any and all questions, please seek advice from a Deputy Principal.



Study your background community language at the Saturday School of Community Languages!

The Saturday School of Community Languages (SSCL) is a Department of Education and Communities secondary school that offers language courses to students wishing to study their background community language if it is not available for study at their day school.

There are fifteen SSCL Centres, thirteen based at high schools in the Sydney metropolitan area and one each in Wollongong and Newcastle.

Courses are offered for the Record of School Achievement and the Higher School Certificate in twenty four languages.

For more information, please visit the Saturday School of Community Languages website www.sscl.schools.nsw.edu.au.

If you wish to study your background community language, please obtain initial advice from your school Librarian.

Language	Years	Centres
Arabic	Years 11-12 Year 12 Extension	Arthur Phillip, Birrong Girls, Liverpool Boys, Smiths Hill Arthur Phillip, Birrong Girls, Liverpool Boys, Smiths Hill
Armenian	Years 7-12	Chatswood
Chinese	Years 11-12 in Context Years 11-12 Literature	Birrong Boys, Chatswood, Merewether, Strathfield Girls Birrong Boys, Chatswood, Kogarah, Strathfield Girls, The Hills
Croatian	Years 7-12	Liverpool Boys
Filipino	Years 11-12	Bankstown Girls
Hindi	Years 7-12	The Hills
Hungarian	Year 12	Bankstown Girls
Italian	Years 7-12 & Extension	Strathfield Girls
Japanese	Years 11-12 in Context	Chatswood
Khmer	Years 11-12	Liverpool Girls
Korean	Years 11-12 in Context Years 11-12 Literature	Chatswood, Strathfield Girls Strathfield Girls
Macedonian	Years 7-12	Bankstown Girls, Kogarah, Smiths Hill
Maltese	Years 7-12	The Hills
Modern Greek	Years 11-12 Years 12 Extension	Ashfield, Kogarah, The Hills Ashfield, Kogarah
Persian	Years 11-12	Arthur Phillip
Polish	Years 7-12	Ashfield, Chatswood, Liverpool Girls
Portuguese	Years 7-12	NSW School of Languages (Petersham)
Punjabi	Years 7-12	The Hills
Russian	Years 7-12	Chatswood
Spanish	Years 7-12 Year 12 Extension	Ashfield, Chatswood, Kogarah, Liverpool Girls, The Hills Ashfield, Chatswood, Liverpool Girls, The Hills
Serbian	Years 7-12	Liverpool Girls, Smiths Hill
Tamil	Years 7-12	Liverpool Girls
Turkish	Years 7-12	Arthur Phillip, NSW School of Languages (Petersham)
Vietnamese	Years 11-12	Birrong Boys, Liverpool Boys, NSW School of Languages (Petersham)



NSW SCHOOL OF LANGUAGES

NSW School of Languages is a NSW Department of Education secondary distance education school offering courses in 12 languages to students in Years 9-12, and is located in Petersham.

If a student wishes to continue a language that is no longer available at their school, or they wish to start a new language that is not offered, study through NSW School of Languages may be an option. To be eligible for a course, students are required to meet all of the criteria at the entry point to that course.

It is self-evident that any course of study requires effort on the part of the learner. Students are expected to attend phone lessons, send in work on a weekly basis and/or complete the units in their online Moodle course, as advised by their teacher. They are also required to attend NSW School of Languages for designated Lesson Days and for formal assessments.

More information can be found on the website <https://nswschoollang.schools.nsw.gov.au/>

Teacher-Librarian is Sylvania High School's supervisor of Distance Education and can be contacted at school for further information.

SUBJECT SELECTION POLICY AND PROCEDURES

Preamble:

The selection of subjects appropriate to a student's interests, skills and abilities is fundamental to success at school. At Sylvania High School, students in Year 10 make choices regarding the subjects they will study for the HSC. The process of selection is aided by a variety of key school personnel including:

- the Year Adviser
- the Careers Adviser
- Curriculum Head Teachers
- The relevant Deputy Principal

Procedures:

Subject selection for Year 10 will take place following the parent information evening. Students will be interviewed individually by a Deputy Principal or Careers Adviser. They then submit their course preferences through the Edval Course Preference Portal.

There is also an External Studies application form for study of a TAFE course, a Saturday School of Community Languages course or a NSW School of Languages course. This form should be handed in at the time of the subject choice interview. If it is agreed that this is a suitable option, students need to obtain the appropriate application form from the following:

TAFE	Careers Adviser
Saturday School of Community Languages	Librarian
NSW School of Languages	Librarian

Establishment of Classes

Generally, a class will operate if it has 12 members or more. In exceptional circumstances, the Principal may decide to allow a class of fewer students to operate in the interests of maintaining a diverse curriculum. Once numbers have been entered onto the timetable program, the Principal will determine which classes will operate and which will not. Except in unusual circumstances, decisions not to run a course will not be reversed.

Students will be interviewed if a particular course does not run and they will be required to make another selection. The Careers Adviser may again be involved with students at this point. Students will already have indicated some reserve preferences on their subject selection submissions.

Whilst every effort will be made to ensure a minimum of issues for students, it is not possible to give all students their preferences. Any students who have a clash of courses will be interviewed, the clashes resolved and appropriate alternative choices made.

At this point, subject selections are firm. Students will not be permitted to change classes, except under exceptional circumstances until Week 3 of the new year in consultation with the Deputy Principal.

Change of Course

There will be occasions when students wish to change subjects. Year 11 will have one opportunity to change courses. This will be early in Term 1 (approximately Week 3). The process will be advertised to students via Daily Notices and/or student email. Change requests will be collated digitally by the Deputy Principal. Any course changes will be done on a first in, best-dressed

basis. Where necessary students will receive additional counselling regarding their educational options.

Students should undertake the following steps:

- consult the Careers Adviser who will assess whether the changes meet the requirements of NESAs and tertiary institutions. If these requirements are met, the Careers Adviser will advise the continuation of the process.
- discuss the proposed changes with the teacher and Head Teacher of all Faculties involved.
- get approval for the changes in writing from parents or carers on the *Change of Subject* form.

For changes after this time, students will need to complete a *Change Request Form* which will be signed by a parent. Students cannot change until all relevant sections of the *Change Request* form have been completed and registered with the Deputy Principal who will make the required changes to the school records and notify NESAs. Changes do not occur until the form has been received by the Deputy Principal.

Changes cannot occur after the first few weeks of Year 11 due to assessment requirements as well as mandatory hours of study as required for successful completion of the Year 11 course by NESAs.

Fees

Some courses attract fees. Fees (if applicable) are outlined with each course and are for **each year** of the course (i.e. the fee will be charged in **both** year 11 and year 12) unless otherwise indicated.

HONESTY AND INTEGRITY IN THE HSC

All My Own Work

To be eligible for a HSC all students must complete the *HSC: All My Own Work* program or its equivalent. The program is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program will be delivered in Semester 2 of Year 10. All modules must be completed to a satisfactory level before a student is deemed to have completed the program.