

TURRAMURRA

HIGH SCHOOL

Year 11 & YOU
2021

Subject Selection Information Booklet



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INTRODUCTION

Students who intend to proceed to Year 11 must now choose their courses of study.

The following information is offered as a guide to students and parents in making these decisions. The advice and information should be read and considered carefully to plan an appropriate course of study. It must be emphasised that while choices made at this stage are not necessarily final, it is nevertheless most important that choices be made very carefully.

The school must now undergo detailed planning for next year and it may not be possible to accommodate changes of courses at a later date.

Students will be asked to nominate courses that they wish to study in Year 11. It is possible at that stage that we will not be able to accommodate all choices of courses within the staffing resources available to the school. In this event, a small number of students could be asked to change their courses. (It should be pointed out that students who cannot obtain their desired choice of courses in Years 11 and 12 may seek transfer to another school).

In addition to the information in this booklet, advice is available from the Careers Advisor, Mr Harrisson, as well as from teachers in charge of the various courses. Students will also participate in 'Subject Selection Counselling' with selected staff before submitting their final choices. This counselling provides students with the opportunity to seek individual advice and specific information related to their unique circumstances.

TYPES OF COURSES WHICH CAN BE SELECTED

Board Developed Courses

These courses are developed by the NSW Education Standards Authority [NESA]. There is a syllabus for each course that contains:

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

All students entered for the Higher School Certificate, who are studying these courses, follow these syllabi. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

Board Endorsed Courses have syllabi endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Board Endorsed Courses.

There is no external examination for any Board Endorsed Course but all count towards the Higher School Certificate and appear on your Record of Achievement.

However, Board Endorsed Courses **do not count** in the calculation of the ATAR.

Vocational Education and Training Courses (VET)

(Either Board Developed or Board Endorsed)

Vocational Education and Training Courses (VET) are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).

The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses are delivered by schools, while others are delivered by TAFE or other providers.

UNITS OF STUDY

All courses offered for the Higher School Certificate have a unit value. Courses may have a value of 1 unit or 2 units. Most courses are 2 units.

Each unit involves class time of approximately 2 hours per week (three periods per fortnight). In the HSC, each unit has a value of 50 marks. Hence, a 2-unit course has a value of 100 marks.

$$\begin{aligned} 2 \text{ units} &= 4 \text{ hours per week} = \text{six periods per fortnight (120 hours per year)} \\ &= 100 \text{ marks} \end{aligned}$$

The following is a guideline to help you understand the pattern of courses.

2 Unit Course

This is the basic structure for all courses. It has a value of 100 marks.

Extension Course

Extension courses build on the content of the 2-unit course and carry an additional value of 1 unit. Extension courses require students to work beyond the standard of the 2-unit course and are available in English, Mathematics, History, Music, Science and some Languages.

Students who wish to study Extension courses must have demonstrated a high level of interest and competence in the courses concerned.

English and Mathematics Extension courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course in these subjects before proceeding to the HSC Extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC Extension courses in courses other than English and Mathematics are offered and examined in Year 12 only.

1 Unit Course

1 unit equals approximately 2 hours of class time each week = three periods per fortnight, or 60 hours per year.

Students who wish to study Studies of Religion in the HSC must have satisfactorily completed the Preliminary course.

There are also a number of 1 unit Board Endorsed Courses, these courses do not count in the ATAR.

PATTERNS OF STUDY FOR THE HIGHER SCHOOL CERTIFICATE

Pathways

The NSW Government's "Directions" Policy is aimed at encouraging all students to continue their education at least to the Higher School Certificate level.

Recognising the diverse interests and abilities of students in post-compulsory school years, the "Directions" Policy provides a number of pathways to achieve this goal.

The following is a brief description of each of the pathways.

Pathway 1

Provides for a Higher School Certificate delivered by schools and focused entirely on a general education, without specific study towards recognised vocational education and training, continuing a traditional pathway into university.

Pathway 2

A Higher School Certificate delivered by schools that includes both general education and recognised vocational education and training components.

Pathway 3

A Higher School Certificate delivered by the TAFE Commission, which includes recognised vocational education and training components. (Mr Harrison can provide information for this pathway).

Pathway 4

Vocational education and training delivered by the TAFE system, industry, or private training providers, which — although not leading to a Higher School Certificate — provides students with a direct pathway into post-school vocational education and training.

Turramurra High School will provide opportunities for students to follow both Pathway 1 and Pathway 2. All students will need to give careful thought as to which pathway will best meet their needs.

Preliminary and Higher School Certificate Courses

Courses in the senior years may be of one or two years duration.

Two year courses have two components — Preliminary and HSC.

Students must satisfactorily complete the Preliminary Course requirements before entering for the Higher School Certificate examination. Examination specifications ensure the major focus of the HSC examination is based on the HSC course content.

OBTAINING QUALIFICATIONS

Requirements for the award of the Higher School Certificate

- ♦ You must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- ♦ You must have sat for, and made a serious attempt at, the Higher School Certificate examinations.
- ♦ You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.

Both the Preliminary course and the HSC course must include the following:

- At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English.
- At least three courses of 2 units value or greater.
- At least four courses.

At most, 7 (from 2019) units of courses in Science can contribute to Higher School Certificate eligibility.

Satisfactory Completion of a Course

The following course completion criteria refer to both Preliminary and HSC courses.

The satisfactory completion of a course requires the Principal to have sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by the Board.
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- (c) **achieved** some or all of the course outcomes.

Non-ATAR Courses

Many students return to school for the Year 11 and 12 programs without understanding the degree of difficulty required for most courses. These students can be locked into courses in which they are not going to achieve. For these students a pattern of study leading to the calculation of an ATAR is inappropriate and self-defeating. For this reason, Turrumurra High School is offering patterns of study beginning in Year 11, which lead to the award of the HSC but do not allow the students to gain a ATAR. **The ATAR is only used for university entrance.** These patterns of study are designed to cater for student interest, career aspirations and other avenues of non-university study.

Please see Mr Harrison (Careers Adviser) for details of these packages.

University Entrance

To qualify for university entrance, students must choose at least 10 units of Board Developed Courses.

Entry into university courses in NSW and ACT depends on the Australian Tertiary Admission Rank (ATAR). The ATAR for every student who completes the necessary pattern of study is calculated by the universities in NSW, not by the Board of Studies.

Apart from the ATAR, institutions will set their own admission requirements. These may be in the form of:

(i) Prerequisites of Assumed Knowledge

Many subjects can only be studied at tertiary level when a person has reached a particular level of assumed knowledge or in some circumstances, has studied prerequisite subjects for the Higher School Certificate at a specified standard.

Students must choose appropriate subjects for particular training courses, for example: students considering Mathematics teaching should study Mathematics Extension 1 and/or Extension 2 for the Higher School Certificate.

(ii) Special Criteria

Some tertiary courses may use other criteria to select students. For example:

- | | |
|------------------------------------|----------------------------|
| • interview | • application forms |
| • auditions | • questionnaire |
| • portfolios of design or art work | • relevant work experience |

No attempt to summarise assumed knowledge, prerequisites and matriculation requirements has been made. Each student is requested to discuss his/her courses and the suitability of these courses to intended tertiary study with the Careers Advisor, Mr Harrison.

It must be understood that it is the responsibility of parents and students to ascertain the requirements of entry to universities. Additionally, many TAFE courses also have prerequisite subjects, so please choose your subjects carefully.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

How is the ATAR calculated?

- ♦ The first step is to rank the eligible HSC students on the basis of each student's scaled marks according to the ATAR rules.
- ♦ The second step is to determine what their rankings would have been had all Year 10 students completed Year 12 and been eligible for an ATAR.

You should note that the ranking of students depends only on their performance in their HSC courses.

ATAR Rules

Rule 1 — Eligibility for an ATAR

To be eligible for an ATAR a student must complete at least 10 units of Board Developed Courses including:

- a minimum of eight units from Category A courses.
- two units of English.
- three Board Developed courses of two units or greater.
- four subjects.

Rule 2 — Calculation of the ATAR

The ATAR will be based on an aggregate of scaled marks in 10 units of Board Developed Courses comprising:

- ♦ the best 2 units of English, and
- ♦ the best 8 units from the remaining units, which can include up to two units of Category B courses.

Important Notes

- (a) **A subject** is the general name given to an area of study. **A course** is a branch of study within a subject. A subject may have several different courses, for example, with the subject English, the courses will include English Standard, English Advanced, HSC English Extension 1, and so on).
- (b) Students who wish to study two Category B courses AND receive an ATAR, will need to study twelve units to the Higher School Certificate. Only one of the Category B courses will be included in the ATAR.

Important things to know

The ATAR is calculated by the universities in NSW and the ACT and is released by the Universities Admissions Centre (UAC).

The Higher School Certificate (HSC) is awarded and released by the NSW Board of Studies.

Whereas the HSC serves many purposes, the ATAR serves only one — to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way.

The ATAR should not be used for other purposes.

The ranking of students depends solely on their performance in Year 12.

See the following document for current course categories and other information regarding pathways to university.

<https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2023.pdf>

CHOOSING COURSES

- ♦ Choices of courses should relate closely to the interests and abilities of the student.
- ♦ Courses should be chosen with all possible career interests in mind — with all career options left open. This is important, as many students will change their minds about careers between now and the end of Year 12.
- ♦ Where career interests may involve tertiary education, then the admission requirements of the university and various institutes should be checked with the institutions concerned.
- ♦ Choices of subjects should be made independently of those made by friends.
- ♦ Some students are influenced by who is likely to teach the subject. This is most unwise as staff to be allocated to Year 11 classes next year will not be decided until much later this year.

ASSESSMENT AND REPORTING

- ♦ The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's School Certificate for the tests in English-literacy, Mathematics and Science.
- ♦ School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. At the commencement of the HSC course, students will be issued with an assessment guideline booklet, which sets out all information required regarding assessments.
- ♦ The other 50% will come from the HSC examination.
- ♦ Your HSC mark for 2 unit courses will be reported on a scale of 0–100 with the marks aligned to six Bands. At the lowest level a Band 1 result will lead to a mark below 50. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of at least 50. There will be five performance bands above 50, which correspond to different levels of achievement in knowledge, skills and understanding. Band 6 will correspond to the highest level of achievement (90–100).
- ♦ On satisfactory completion of your HSC, you will receive a portfolio containing:

The HSC Testamur

The official certificate confirming your achievement of all requirements for the award.

The Record of Student Achievement [RoSA]

This document lists the courses you have studied, and reports the marks and bands you have achieved.

Course Reports

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

- ♦ Assessment weightings as indicated in this document are guides only. More specific assessment information will be supplied to students in a separate booklet to be issued at the start of the Preliminary and HSC courses.

EXTRA COSTS ASSOCIATED WITH SOME SUBJECTS

Some courses require the purchase of special equipment and materials over and above what is provided through the general budget of the school. These **extra costs are met by the students** choosing these courses and are outlined in the course descriptions. This payment also allows students greater freedom in choosing a range of materials and project sizes in the course of their class work.

This levy is NOT a voluntary contribution. This cost is an elective levy to meet the cost of consumables and **MUST** be paid to enable the successful running of the course for all students. It is not the intent of the school to limit the breath of curriculum for any student. Where the payment of an elective subject levy may be an issue, families should speak directly to the Principal to discuss other options.

SUMMARY OF COURSES OFFERED AT TURRAMURRA HIGH SCHOOL

BOARD DEVELOPED COURSES

KEY LEARNING AREA	COURSE	FACULTY	UNITS	PRELIMINARY EXTENSION/S	HSC EXTENSION	EXCLUSIONS	CATEGORY B Only 1 for ATAR	ATAR	COSTS
English	Standard	English	2	Extension 1	Extension 1 & 2	Advanced, ESL, Extension		Yes	No
	Advanced		2			Standard, ESL, Fundamentals		Yes	No
	English EAL/D		2			Standard, Advanced, Extension Advanced, Extension		Yes	No
Mathematics	Mathematics Standard	Maths	2	Extension 1 (3U)	Extension 1 & 2			Yes	No
	Mathematics		2					Yes	No
Science	Biology	Science	2					Yes	No
	Chemistry		2					Yes	No
	Earth & Environmental Science		2					Yes	No
	Physics		2					Yes	No
	Investigating Science		2					Yes	No
Technological & Applied Studies	Community & Family Studies	Home Ec	2			D&T (Home Ec) D&T (Industrial Arts)		Yes	No
	Design & Technology (Industrial Arts)	Industrial Arts	2					Yes	Yes
	Design & Technology (Home Ecs)	Home Ec	2					Yes	Yes
	Engineering Studies	Industrial Arts	2					Yes	No
	Food Technology	Home Ec	2					Yes	Yes
	Industrial Technology (Timber Products & Furniture Industries)	Industrial Arts	2					Yes	Yes
	Information Processes & Technology	Computing	2					Yes	Yes
	Software Design & Development	Computing	2					Yes	Yes
	Textiles & Design	Home Ec	2					Yes	Yes

BOARD DEVELOPED COURSES

KEY LEARNING AREA	COURSE	FACULTY	UNITS	PRELIMINARY EXTENSION/S	HSC EXTENSION	EXCLUSIONS	CATEGORY B Only 1 for ATAR	ATAR	COSTS
Human Society & Its Environment	Ancient History	History	2		History			Yes	No
	Business Studies	Social Science	2					Yes	No
	Economics	Social Science	2					Yes	Yes
	Geography	Social Science	2					Yes	No
	Legal Studies	History	2					Yes	No
	Modern History	History	2		History			Yes	No
	Society & Culture	History	2					Yes	No
	Studies of Religion 1	History	1					Yes	No
Languages Other Than English	See 'Languages' for more information	Languages	2					Yes	No
Creative and Performing Arts	Dance	PD/H/PE	2					Yes	No
	Drama	CAPA	2					Yes	No
	Music 1	CAPA	2			Music 2		Yes	Yes
	Music 2	CAPA	2		Music	Music 1		Yes	Yes
	Visual Arts	CAPA	2					Yes	Yes
PDHPE	PDHPE	PDHPE	2					Yes	No

BOARD DEVELOPED SCHOOL DELIVERED VET COURSES

KEY LEARNING AREA	COURSE	FACULTY	UNITS	STATUS	EXCLUSIONS	CATEGORY B Only 1 for ATAR	ATAR	COSTS	TAFE ACCREDITED
VET	Construction	Industrial Arts	2	B. Dev		Yes	Yes	Yes	Yes
	Hospitality	Home Ec	2	B. Dev		Yes	Yes	Yes	Yes
HSIE	Business Services	HSIE	2	B. Dev		Yes	Yes	Yes	Yes

BOARD ENDORSED COURSES

KEY LEARNING AREA	COURSE	FACULTY	UNITS	STATUS	EXCLUSIONS	CATEGORY B Only 1 or ATAR	ATAR	COSTS	TAFE ACCREDITED
Creative Arts	Photography, Video and Digital Imaging	Visual Arts	1	BEC			No	Yes	No
PDHPE	Sport, Lifestyle and Recreation	PDHPE	1 or 2	BEC	Some modules of PD/H/PE		No	Yes	No

TVET COURSES

TAFE delivered Vocational Education and Training (VET)
Refer to back pages of booklet

SPECIFIC HSC COURSE REQUIREMENTS

- You may select one course only from within each of the following subject areas:
English, Mathematics, Music, and Japanese.
- Mathematics is ***not compulsory***. Students may choose to do any school course instead of Mathematics. Alternatively, students may undertake either a TAFE delivered VET course or a school-delivered VET course.

Most school based courses will be timetabled in standard school hours. Students who nominate for a TVET course should be aware that these would be outside normal school hours.
- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example: Visual Arts, Drama, Design and Technology, Dance, Industrial Technology, Software Design and Development, Society and Culture, Textiles and Design. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- There is only one History Extension course. It can be studied with either the Ancient History course or the Modern History course.
- You may not include any more than 7 units of the following Science courses:
Biology, Chemistry, Earth and Environmental Science, Physics, Investigating Science and Science Extension in meeting the 10 HSC units.
- You must study Music Course 2 if you wish to study HSC Extension Music.

BOARD DEVELOPED COURSES

English

Mathematics

Science

Technological and Applied Studies

Human Society and its Environment

Languages other than English

Creative and Performing Arts

Personal Development, Health and Physical Education

ENGLISH

Standard

Advanced

English Extension

English EAL/D

ENGLISH

Students must study a minimum of 2 units of English.

Courses will be offered in the following formats.

All students must select one of the following 2 unit courses.

2 Unit Courses

English Standard (Preliminary and HSC)

Students studying this course may also select the Fundamentals of English course.

OR

English Advanced (Preliminary and HSC)

The study of English Advanced is required to undertake either of the Extension courses. This is a demanding course for highly competent and enthusiastic English students who have a genuine appreciation of literature.

OR

English EAL/D (Preliminary and HSC) — eligibility rules apply.

This course is not to be studied with any other English course.

1 Unit Courses (optional)

1 Unit Extension Courses (optional)

Students must study English Advanced to select either of these courses.

Extension Course 1 is studied in Preliminary and HSC years. This course is a rigorous course and only recommended for the most able English students.

Extension Course 2 is studied in the HSC year only. Study of Extension Course 1 is a prerequisite for study of this course.

ENGLISH STANDARD

2 units for each of Preliminary and HSC

Board Developed Course

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

Course Description

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

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

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

Content

Year 11

The course has two sections:

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

Year 12

The course has two sections:

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

Course Requirements

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

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

Year 11

Students are required to study:

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

Year 12

Students are required to study:

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

ENGLISH ADVANCED

2 units for each of Preliminary and HSC

Board Developed Course

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

Course Description

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

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

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

Content

Year 11

The course has two sections:

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

Year 12

The course has two sections:

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

Course Requirements

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

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

Year 11

Students are required to study:

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

Year 12

Students are required to study:

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

ENGLISH Extension

1 unit of study for each of Preliminary and HSC

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

Prerequisites: (a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Course Description

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

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

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Content

Year 11

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

Year 12

English Extension 1 course – The course has one common module, *Literary Worlds*, with five associated electives.

Students must complete one elective chosen from one of the five electives offered for study.

The electives are

- Literary homelands
- Reimagined worlds
- Intersecting worlds
- Worlds of upheaval
- Literary mindscapes

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Course Requirements

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

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

Year 11

Students are required to:

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

Year 12

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

- at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

In the English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in ONE of the following forms:
 - short fiction
 - creative non-fiction
 - poetry
 - critical response
 - script – short film, television, drama
 - podcasts – drama, storytelling, speeches, performance poetry
 - multimedia.

ENGLISH EAL/D

2 units of study for each of Preliminary course and HSC

Board Developed Course

Exclusions: English Standard; English Advanced; English Extension

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

Course Description

In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.

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

Content

Year 11

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

Year 12

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

Course Requirements

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

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

Year 11

Students are required to:

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

Year 12

Students are required to:

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

MATHEMATICS

Mathematics Standard 1

Mathematics Standard 2

Mathematics

Mathematics - Extension 1

Mathematics - Extension 2

Please note that the study of mathematics is not compulsory in Years 11 and 12.

The following courses, in increasing order of difficulty, have been developed by the Board of Studies for study in Years 11 and 12.

For all courses it is necessary to **own**, and be able to use, a scientific calculator.

It is important for each student to choose a course commensurate with his/her ability.

Each student should seek the advice of his/her classroom teacher when considering course options for next year. This may be a difficult course for some students. Students who are not confident of achieving the outcomes of this course may be better off not choosing mathematics at all.

MATHEMATICS STAGE 6

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically through questioning, communicating, reasoning and reflecting. They promote development of 21st-century knowledge, skills, understanding, values and attitudes and provide challenge. Students generalise, find connections, think critically and creatively, using appropriate technology to support mathematical activity.

There are four main Board-developed Mathematics courses of study for the Higher School Certificate offered at Turramurra High School:

Mathematics Standard 2

Mathematics Advanced

Mathematics Extension 1 and

Mathematics Extension 2

Note that Mathematics is **not** a compulsory subject of study in years 11 and 12.

Mathematics Standard 1 and Mathematics Life Skills courses might be offered as options to individual students, based on agreement between students, parents, teachers and the learning support team. Students studying the Mathematics Standard syllabus undertake a common course in Year 11. For the Year 12 course students can elect to study either Mathematics Standard 1 or Mathematics Standard 2.

Under the Stronger HSC Standards reforms new directions for assessment practices in all Stage 6 courses apply to many courses, including those offered in Mathematics. These changes include assessments being required to incorporate a variety of tasks to assess student knowledge, understanding and skills. In all four courses listed above, one task in both Years 11 and 12 must be an assignment or investigation-style task, which is designed to gather evidence about:

- achievement of a range of outcomes
- application of Working Mathematically components
- demonstration of knowledge and skills in different ways to the HSC examinations.

Mathematics Standard 1

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

Prerequisites:

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

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- Equations
- Probability.

Exclusions:

Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

Course description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond .
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.
- To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 1 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Content

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Topic	Algebra	Measurement	Financial Mathematics	Statistical Analysis	
Year 11	Formulae and Equations Linear Relationships	Applications of Measurement Working with Time	Money Matters	Data Analysis Relative Frequency and Probability	
Topic	Algebra	Measurement	Financial Mathematics	Statistical Analysis	Networks
Year 12	Types of Relationships	Right-angled Triangles Rates Scale Drawings	Investment Depreciation and Loans	Further Statistical Analysis	Networks and Paths

Mathematics Standard 2

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

Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- Equations
- Probability

Exclusions:

Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

Course description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Content

The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Topic	Algebra	Measurement	Financial Mathematics	Statistical Analysis	
Year 11	Formulae and Equations Linear Relationships	Applications of Measurement Working with Time	Money Matters	Data Analysis Relative Frequency and Probability	
Topic	Algebra	Measurement	Financial Mathematics	Statistical Analysis	Networks
Year 12	Types of Relationships	Non-right-angled Trigonometry Rates and Ratios	Investments and Loans Annuities	Bivariate Data Analysis The Normal Distribution	Network Concepts Critical Path Analysis

Mathematics Advanced

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

Prerequisites:

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

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' Theorem
- Single variable data analysis
- Non-linear relationships
- Properties of Geometrical Shapes.

Exclusions:

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

Course Description

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Content

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:

Topic	Functions	Trigonometric Functions	Calculus	Exponential and Logarithmic Functions	Statistical Analysis
Year 11	Working with Functions	Trigonometry and Measure of Angles Trigonometric Functions and Identities	Introduction to Differentiation	Logarithms and Exponentials	Probability and Discrete Probability Distributions
Topic	Functions	Trigonometric Functions	Calculus	Financial Mathematics	Statistical Analysis
Year 12	Graphing Techniques	Trigonometric Functions and Graphs	Differential Calculus The Second Derivative Integral Calculus	Modelling Financial Situations	Descriptive Statistics and Bivariate Data Analysis Random Variables

Mathematics Extension 1

1 unit Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course.

Prerequisites:

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

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

Exclusions:

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

Course Description

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Content

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

Topic	Functions	Trigonometric Functions	Calculus	Combinatorics
Year 11	Further Work with Functions	Inverse Trigonometric Functions	Rates of Change	Working with Combinatorics
	Polynomials	Further Trigonometric Identities		

Topic	Proof	Trigonometric Functions	Calculus	Vectors	Statistical Analysis
Year 12	Proof by Mathematical Induction	Trigonometric Equations	Further Calculus Skills	Introduction to Vectors	The Binomial Distribution
			Applications of Calculus		

Mathematics Extension 2

1 unit Year 12 (HSC) Board Developed Course

Prerequisites:

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

Exclusions:

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

Course Description

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

The study of Mathematics Extension 2 in Stage 6:

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

Content

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

Topic	Proof	Complex Numbers	Calculus	Vectors	Mechanics
Year 12	The Nature of Proof Further Proof by Mathematical Induction	Introduction to Complex Numbers Using Complex Numbers	Further Integration	Further Work with Vectors	Applications of Calculus to Mechanics

SCIENCE

Biology

Chemistry

Earth & Environmental Science

Investigating Science

Physics

BIOLOGY

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

Board Developed Course.

Exclusions: Nil

Aim

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying 'Working Scientifically' skills, processes and the use of biological technologies, the course aims to examine how biological practices are developed and used. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment.

Course Description

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

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

Content

Year 11

The Year 11 course consists of four modules.

Module 1: Cells as the Basis of Life

Module 2: Organisation of Living Things

Module 3: Biological Diversity

Module 4: Ecosystem Dynamics

Year 12

The Year 12 course consists of four modules.

Module 5: Heredity

Module 6: Genetic Change

Module 7: Infectious Disease

Module 8: Non-infectious Disease and Disorders

Course Requirements

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

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

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

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

CHEMISTRY

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

Board Developed Course.

Exclusions: Nil

Aim

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying 'Working Scientifically' skills, processes, the course aims to examine how chemical theories, models and practices are used and developed. The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries.

Course Description

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

Content

Year 11

The Year 11 course consists of four modules.

Module 1: Properties and Structure of Matter

Module 2: Introduction to Quantitative Chemistry

Module 3: Reactive Chemistry

Module 4: Drivers of Reactions

Year 12

The Year 12 course consists of four modules.

Module 5: Equilibrium and Acid Reactions

Module 6: Acid/base Reactions

Module 7: Organic Chemistry

Module 8: Applying Chemical Ideas

Course Requirements

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

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

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

EARTH and ENVIRONMENTAL SCIENCE

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

Board Developed Course.

Exclusions: Nil

Aim

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying 'Working Scientifically' skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

Course Description

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

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

Content

Year 11

The Year 11 course consists of four modules.

Module 1: Earth's Resources

Module 2: Plate Tectonics

Module 3: Energy Transformations

Module 4: Human Impacts

Year 12

The Year 12 course consists of four modules.

Module 5: Earth's Processes

Module 6: Hazards

Module 7: Climate Science

Module 8: Resource Management

Course Requirements

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

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

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

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

INVESTIGATING SCIENCE

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

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

Course Description

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

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

Content

Year 11

The Year 11 course consists of four modules.

Module 1 Cause and Effect – Observing

Module 2 Cause and Effect – Inferences and Generalisations

Module 3 Scientific Models

Module 4 Theories and Laws

Year 12

The Year 12 course consists of four modules.

Module 5 Scientific Investigations

Module 6 Technologies

Module 7 Fact or Fallacy?

Module 8 Science and Society

Course Requirements

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

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

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

PHYSICS

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

Board Developed Course.

Exclusions: Nil

Aim

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. 'Working Scientifically' skills processes to examine physics models and practices and their applications.

Course Description

The Year 11 course develops knowledge and understanding of fundamental mechanics. It investigates motion, how we describe it and the forces involved. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course develops knowledge and understanding of advanced mechanics and electromagnetism. It provides avenues for students to apply the concepts they were introduced to in Year 11. Students will develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics, such as, the theories of light, the atom and the Universe.

Content

Year 11

The Year 11 course consists of four modules.

Module 1: Kinematics

Module 2: Dynamics

Module 3: Waves and Thermodynamics

Module 4: Electricity and Magnetism

Year 12

The Year 12 course consists of four modules.

Module 5: Advanced Mechanics

Module 6: Electromagnetism

Module 7: The Nature of Light

Module 8: From the Universe to the Atom

Course Requirements

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

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

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

TECHNOLOGICAL and APPLIED STUDIES

Community & Family Studies

Design & Technology – Home Economics

Design & Technology – Industrial Arts

Engineering Studies

Food Technology

Industrial Technology – Timber Products & the Furniture Industry

Information Processes & Technology

Software Design & Development

Textiles & Design

COMMUNITY & FAMILY STUDIES

Home Economics Faculty

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

Community & Family Studies is designed to develop an understanding of the diverse nature and interdependence of families and communities. This course focuses on skills in resource management that society requires to function effectively in their everyday lives as part of a family and a community. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

This subject provides students with a valuable foundation for a range of courses and employment opportunities such as:

- Psychology
- social work
- nursing
- teaching
- human resource management
- business management
- communications

Preliminary Course

- Resource management
- Individuals and groups
- Families and Communities

HSC Course

- Research Methodology
- Groups in Context
- Parenting and Caring
- Option Topic

DESIGN & TECHNOLOGY

Design & Technology is offered by both the Home Economics and Industrial Arts Faculties

2 units for both the Preliminary and HSC

Board Developed Course

Exclusions: Nil

Approximate Cost: Year 11: \$90.00 Year 12: \$75.00

Students are required to purchase materials for their individual Design Projects

Course Description

Design & Technology is a practical-based course for Years 11 and 12. It consists of hands-on project work and a broad study of factors relating to the design process.

The focal point of the course is the completion of a Major Design Project during the HSC year. The Major Design Project may be a product, system or environment and is externally marked. This provides opportunities for students to focus on an area of interest. A folio will accompany the Major Design Project to show evidence of planning and management.

Preliminary Course

Students will develop a broad range of skills and knowledge through the study of design theory, production techniques, industrial and commercial processes, research methods, evaluation techniques and design related issues.

The Preliminary course will also cover a variety of topics:

- collaborative design processes
- communication
- marketing
- effective use of computer-based technologies
- safety
- environmental issues

In the Preliminary course students will develop practical skills through the design, development and production of Minor Design projects. A project folio must support each design task.

Students are required to contribute to their Design Project costs

HSC Course

The focus of the course is an externally marked Major Design Project. The Major Design Project and Project Folio will be marked by a team of external examiners and will be worth 60% of the final HSC assessment in this subject. ***Costs associated with the Major Design Project will be the student's responsibility.***

The following sections are taught in conjunction with the development of a Major Design Project and a continuing study of design related fields:

- Innovation in design, including a case study of an innovation design or designer.
- Emerging technologies.
- Project Proposal, Development, Realisation, Management and Evaluation.

Design & Technology is a course offered by both the Home Economics and Industrial Arts faculties. Students in classes from both faculties will follow the same broad program outline and complete the same assessment tasks. The focus of the work undertaken in the two classes will however vary to take advantage of the special skills and technologies available to the two faculties and to respond to the special interests of our students.

Particular features of Home Economics

Students electing Design & Technology with the Home Economics faculty will develop design projects with a focus on developing skills in:

- Fashion Design
- Graphic Design and Product Design
- Interior Design
- Theatre and Costume Design

In the Preliminary course (Year 11), minor design projects and folio work are the focus of the course. For these hands-on activities students develop a variety of design solutions.

There are no prerequisites for Design & Technology; however, those students who have studied Textiles Technology in the Junior school will find their prior knowledge and skills an advantage in this course.

Students may elect to study both Design & Technology and Textiles & Design with both courses complementing each other. However, the Major Design Project developed for Design & Technology cannot be submitted for another course being studied by the student.

Particular features of Industrial Arts

Students electing Design & Technology with the Industrial Arts faculty will be introduced to a number of specific design fields such as:

- Product Design
- Architecture
- Industrial Design
- Furniture Design

Computer-Aided Drawing techniques will be included to varying degrees in all design projects undertaken.

Students within this class will design and construct projects using a combination of workshop technologies, CAD and model-making techniques. Students will also work with Computer Aided manufacturing (CAM).

Students may construct a Major Design Project using a variety of materials, however, workshop limitations must be taken into account.

There are no prerequisites for Design & Technology; however, those students who have studied Industrial Technology–Wood, Industrial Technology – Engineering or Graphics Technology in Stage 5 will find their prior knowledge and skills an advantage in this course.

Students may elect to study both Design & Technology and Industrial Technology with both courses complementing each other. However, the Major Design Project developed for Design & Technology cannot be submitted for another course being studied by the student.

ENGINEERING STUDIES

Industrial Arts Faculty

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

Engineering Studies aims to provide students with an introduction to the current world of modern engineering. The work covered in the course is a practical application of the principles of mathematics, science (physics, chemistry) and technology as they apply to the design and manufacture of everyday items such as bicycles, bridges, lawn mowers and so on. Various 'fields' of engineering such as civil, bio-mechanical and aeronautical are studied throughout the course during an ongoing examination of the scope of the profession.

Preliminary Course

During the Preliminary course students study a number of modules of work. The first introductory module focuses on Engineering Fundamentals. The next two modules are based on the examination of common engineered products such as household appliances, landscape products and braking systems. Students will critically analysis these products to see:

- ♦ How they are used, what forces are involved and how this has affected their shape.
- ♦ How they are made, what they are made from and why.
- ♦ How graphical methods can be used to communicate size and shape descriptions during the design and construction phase.

A fourth module will focus on the scope and nature of the bio-medical engineering field.

HSC Course

A further four modules are studied during the HSC year. Two are application modules covering the areas of civil structures (bridges, public buildings, roads etc), and personal and public transport (trains, planes and automobiles). The remaining two modules will focus on the scope and nature of aeronautical engineering and telecommunication engineering.

Particular Course Requirements

There are no prerequisites for Engineering Studies, however, those students who have studied Industrial Technology – Engineering or Graphics Technology in Stage 5, will find their prior knowledge and skills an advantage in many sections of this course.

The mechanics (practical physics) section of the Engineering Studies course requires students to have a reasonable mathematics ability. Students successfully studying 2 unit Mathematics or higher will possess the skills required for this section of the course. Students studying General Mathematics may find some of the work covered less familiar.

The study of Engineering Studies will complement the skills and knowledge from other courses such as Physics, Chemistry and Design and Technology.

FOOD TECHNOLOGY

2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites: Nil

Exclusions: Nil

Approximate Cost: Year 11 \$85.00 Year 12 \$55.00

Course Description

Food Technology is a course that investigates the provision and consumption of food in society. The research and development of new and varied foods, policies and nutrition is reflected throughout the Preliminary and HSC course.

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition; an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations. It is a mandatory requirement that students undertake practical activities throughout this course and a major focus of the course is skill development in food preparation.

Students who undertake the VET Hospitality Operations course benefit from also studying Food Technology. There is little overlap with the two courses; rather, they complement each other.

Careers in the food industry are wide ranging and encompass work in the hospitality section, marketing, food production, research, nutrition and dietetics, alternative health and food promotion and styling.

Preliminary Course

- Food Availability and Selection
- Food Quality
- * Nutrition

HSC Course

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Food Issues in Nutrition

INDUSTRIAL TECHNOLOGY — Timber Products and the Furniture Technologies

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Some exclusion may apply to the study of other timber-industry based TAFE subjects however in other circumstances some credit transfer may also be applicable for those students studying Industrial Technology. Check with your teacher or the Board's ACE Manual

Approximate Cost: Year 11: \$90.00 Year 12: \$70.00

Course Description

Industrial Technology is a practical-based course for Years 11 and 12. It consists of practical project work, a study of industry that develops a broad range of skills and knowledge, and an introduction to the industrial processes and practices related to the timber and furniture industries.

Areas of Study

The following sections are taught in both the Preliminary and HSC courses in relation to the timber and furniture industries.

- * Industry Study — structural, technical, environmental and sociological, personnel, occupational health and safety.
- * Design, Management and Communication — designing, drawing, ICT applications, literacy, calculations, graphics, an project management.
- * Production - Construction skills applicable to timber based products.
- * Industry related manufacturing technologies as used in the timber industries.

Preliminary Course

In the Preliminary course students must undertake a study of the Timber Industry as well as design, develop and construct practical projects that provide an introduction broad range of practical skills and knowledge of industrial processes and practices relevant to the design, management, communication and construction of practical projects using technologies within this industry.

HSC Course

The HSC course consists of the development, management and communication of a **Major Practical Project and folio** that contribute to the development of knowledge, skills and understanding related to the Timber Products and Furniture Technology area of study.

Particular Course Requirements

Industrial Technology focuses on specific skills and knowledge associated with Timber Products and Furniture Technologies. Students electing Industrial Technology **must** construct a Major Project that is primarily made from timber or timber products. Students are able to study **both** **Industrial Technology and Design & Technology** in the Senior school, with both courses complementing one another.

There are no prerequisites for the Industrial Technology course, however, those students who have studied Industrial Technology – Wood or Graphics Technology in Stage 5, will find their prior knowledge and skills from those courses, an advantage in this course.

INFORMATION PROCESSES & TECHNOLOGY

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Approximate Cost: \$180.00

Course Description

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

Main Topics Covered

Preliminary Course

- Principles of Information Processes
- Tools for Information Processes
- Planning, Design and Implementation
- Project work

HSC Course

- Development of Information Systems
- Communication Systems
- Database Management Systems
- Option strands, the study of two information systems
- Project work

Particular Course Requirements

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

SOFTWARE DESIGN & DEVELOPMENT

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Approximate Cost: \$150.00

Course Description

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Students will learn to solve a number of interesting and relevant software problems.

Main Topics Covered

Preliminary Course

Concepts and issues in the design and development of software

- * Social and ethical issues
- * Hardware and software
- * Software development approaches

Introduction to software development

- * Defining and understanding
- * Planning and designing
- * Implementation
- * Testing and evaluation
- * Maintenance

Developing software solutions

- * Group project work

HSC Course

Development and impact of software solutions

- * Social and ethical issues
- * Application of software development approaches

Software development cycle

- * Defining and understanding
- * Planning and designing
- * Implementation
- * Testing and evaluation
- * Maintenance

Developing a solution package

- * Project work

Option strands

- * Programming paradigms

OR

- * The interrelationship between software and hardware

Particular Course Requirements

Practical experience should occupy a minimum of 20% of the Preliminary course and a minimum of 25% of the HSC course.

TEXTILES & DESIGN

2 units for each of Preliminary and HSC

Board Developed Course

Approximate Cost: \$50.00 plus additional costs for major projects

Exclusions: Nil

Course Description

The Textiles and Design course reflects the important role that textiles play in society. Students will investigate the science and technology of textiles through a study of properties and performance of fibres, yarns and fabrics. The design elements and principles are examined and students will investigate textiles in society and the significance of different cultures and their specific use of textile material.

Students will develop confidence and competence in the selection, design, manufacture and application of textile items. Practical examples of textile skills and techniques will build creative textile capabilities that will contribute to the design and manufacture of a Major Textiles Project specific to a selected focus area.

The course provides pathways into further education and training or employment in textile related fields including:

- Fashion, interior and costume design
- Fashion illustrator
- Retail buyer
- Technology teaching
- Textile artist

HSC Course includes

- Design
- Properties and Performance of Textiles
- Australian Textile, Clothing, Footwear and Allied Industries
- Major Textiles Project

HUMAN SOCIETY and its ENVIRONMENT

Ancient History

Business Studies

Economics

Geography

Legal Studies

Modern History

Society & Culture

Studies of Religion 1

ANCIENT HISTORY

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece, Rome — in both the Preliminary and HSC courses.

The Preliminary course is structured for students to investigate:

- ♦ people, groups, events, institutions, societies and historical sites:
- ♦ archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/historical periods.

Preliminary Course		Course Time
Part I	Investigating Ancient History (a) Nature of Ancient History (b) Case Studies — At least two.	50%
Part II	Features of Ancient Societies — Study at least two from the following areas: Egypt, Near East, Greece, Rome.	30%
Part III	Historical Investigation.	20%
HSC Course		
Students must make their selections in the HSC course from at least two of the following areas: Egypt, Near East, Greece, Rome.		
Part I	Core — Cities of Vesuvius, Pompeii and Herculaneum	25%
Part II	Ancient Societies: Students study key features and issues of the history of ONE society. This is Sparta!	25%
Part III	Ancient Personality in the Context of Their Time. Students study key features of ONE personality. This is likely to be Pericles.	25%
Part IV	Historical Periods Students study key features of ONE historical period. This is likely to be The Greek World 500–440 BC	25%

BUSINESS STUDIES

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

Business Studies is a good subject for those students who see their future working in a business and wish to understand what is going on around them. Students learn about the establishment, operation and management of businesses; they investigate the role of Australian global businesses and they develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

Preliminary Course

Course Time

- | | |
|---|------------|
| • Nature of Business: The nature and role of business | 20% |
| • Business Management: Analysis of nature and role of key business functions | 40% |
| • Business Planning: Issues and steps in establishing and maintain a business | 40% |

HSC Course

Course Time

- | | |
|------------------------|------------|
| • Operation Management | 25% |
| • Financial Management | 25% |
| • Marketing | 25% |
| • Human Resources | 25% |

Particular Course Requirements

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

ECONOMICS

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

Economics is a good subject for those students who want to learn about markets and how they operate. As such, it is a good course for investors and people who manage a business.

Economics investigates issues such as why interest rates and inflation rates change, and how these changes affect individuals and businesses. The course develops a student's knowledge and understanding of the operation of the Australian and global economies. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on analysing the problems and issues in the Australian economy.

Preliminary Course

Course Time

- | | |
|---|-----|
| • Introduction to Economics: The nature of economics and the operation of an economy. | 10% |
| • Consumers and Business: The role of consumers and business in the economy. | 10% |
| • Markets: The role of markets, demand, supply and competition. | 20% |
| • Labour Markets: The workforce and role of labour in the economy. | 20% |
| • Financial Markets: The financial market in Australia including the share market. | 20% |
| • Government in the Economy: The role of government in the Australian economy. | 20% |

HSC Course

Course Time

- | | |
|---|-----|
| • The Global Economy: Features of the global economy and globalisation. | 25% |
| • Australia's Place in the Global Economy: Australia's trade and finance. | 25% |
| • Economic Issues: Issues including growth, unemployment, inflation, wealth and management. | 25% |
| • Economic Policies and Management: The range of policies to manage the economy. | 25% |

GEOGRAPHY

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

Geography is a great subject for students who want to investigate our natural environment and issues of social justice and equity in the developing world. In particular, the way we can improve the quality of life of people living in our natural and built environments.

The focus of the course is on issues such as ecological sustainability, global inequities, climate change, urbanisation, population growth and the operation of the tourist industry. Fieldwork will be undertaken in the Great Barrier Reef and urban areas.

Preliminary Course

Course Time

- | | |
|--|------------|
| • Biophysical Interactions: Our interaction with the natural environment and its effect on our quality of life. | 45% |
| • Global Challenges: The study of global issues of justice and equity in developing countries, political geography and cultural integration. | 45% |
| • Senior Geography Project: A geographical study of a student's own choosing. | 10% |

HSC Course

Course Time

- | | |
|---|------------|
| • Ecosystems at Risk: The management and protection of natural environments including the Great Barrier Reef. | 33% |
| • Urban Place: The study of urban living and its challenges in both the developed and developing world in cities such as Sydney, Lagos, London and Mexico City. | 33% |
| • People and Economic Activity: The study of the tourism industry at the global and local scale and its environmental and economic dynamics, with a case study on the Great Barrier Reef. | 33% |

Particular Course Requirements

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

LEGAL STUDIES

2 units for each of Preliminary and HSC

Exclusions: Nil

Course Description

The Preliminary course develops students knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, the specific nature of the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Main Topics Covered

Preliminary Course	Course Time
• The Legal System	40%
• The Individual and the State	30%
• The Law in Practice	30%
HSC Course	Course Time
• Core – Part 1: Crime	30%
• Core – Part 2: Human Rights	20%
• Two Options Topics	
Two to be chosen from: consumers, families, global environments, indigenous people, shelter, workplace, world order.	50%

Particular Course Requirements

Nil

MODERN HISTORY

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

Preliminary Course		Course Time
Part I	Investigating Modern History: (a) Nature of Modern History (b) Case Studies [at least two]	50%
Part II	Historical Investigation	20%
Part III	The Shaping of the Modern World	30%
HSC Course		Course Time
Part I	Core Study: Power and Authority in the Modern World, 1919–1946	25%
Part II	National Study: One of the following to be studied: Australia 1918–1949; China 1927–1949; India 1942–1984; Indonesia 1945–2005; Japan 1904–1937; Russia and the Soviet Union 1917–1941; USA 1919–1941; Iran 1945–1989	25%
Part III	Peace and Conflict: One of the following to be studied: Conflict in Indochina 1954–1979; Conflict in the Pacific 1937–1951; Conflict in Europe 1935–1945; The Cold War 1945–1991; Conflict in the Gulf 1980–2011; The Arab-Israeli Conflict 1948–1996	25%
Part IV	Change in the Modern World: Students are to choose ONE from the following: Pro-democracy Movement in Burma 1945–2010; The Cultural Revolution to Tiananmen Square 1966–1989; Civil Rights in the USA 1945–2011; Apartheid in South Africa 1960–1994	25%

SOCIETY & CULTURE

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

Society & Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP).

The course deals with areas of study of interest and relevance to students.

Main Topics Covered

Preliminary Course

Course Time

- | | |
|---------------------------------|-----|
| • The Social and Cultural World | 30% |
| • Personal and Social Identity | 40% |
| • Intercultural Communication | 30% |

HSC Course

Course Time

Core

- | | |
|---|-----|
| • Social and Cultural Continuity and Change | 30% |
| • The Personal Interest Project | 30% |

Depth Studies

40%

TWO to be chosen from:

- Popular Culture
- Belief Systems and Ideologies
- Social inclusion and exclusion
- Social conformity and non-conformity

Particular Course Requirements

Nil

STUDIES OF RELIGION 1

1 unit for each of Preliminary and HSC

Board Developed Course

Exclusions: Studies of Religion II

Course Description

Studies of Religion Stage 6 enables students who live in a multi-faith 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 course enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well-ordered society.

Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective lifelong learners. In both Year 11 and Year 12, this is a 1 unit course which counts towards the award of a ATAR.

Main Topics Covered

Preliminary Course

Course Time

- The Nature of Religion and Beliefs, and Australian Aboriginal Beliefs and Spiritualities
- Two traditional studies selected from: Buddhism, Christianity, Hinduism, Islam, Judaism

25%

75%

HSC Course

Course Time

- Religion and Belief Systems in Australia, post 1945
- Two Religious Depth Studies chosen from: Buddhism, Christianity, Hinduism, Islam, Judaism

30%

70%

Particular Course Requirements

Students will undertake research, conduct interviews, develop a survey and present both oral and written reports.

LANGUAGES other than ENGLISH

Background Speakers Courses

Chinese and Literature

Continuers Courses

Japanese Continuers

Beginners Courses

Chinese Beginners

Japanese Beginners

CHINESE and LITERATURE

2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites: School Certificate Chinese or equivalent knowledge is assumed

Exclusions: Chinese Beginners; Chinese Continuers

Other eligibility rules apply to the study of this subject; check with your teacher or the Board's ACE Manual.

Course Description

Preliminary Course

The Preliminary course is intended to provide students with the opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Chinese texts. In the Preliminary course, a number of prescribed theme and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

HSC Course

In addition to the development of language and communication skills, the HSC course is structured to provide students with the opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

Students will study language and culture through the following prescribed themes:

- ♦ The individual and the community
- ♦ Global issues
- ♦ Chinese communities overseas
- ♦ Youth culture

Particular Course Requirements

Nil

JAPANESE CONTINUERS

2 units for each of Preliminary and HSC with the option of a 1-unit extension course for the HSC
Board Developed Course

Prerequisites: School Certificate Japanese or equivalent knowledge is assumed

Exclusions: Japanese Beginners; Japanese Background Speakers.

Other eligibility rules apply to the study of this subject; check with your teacher or the Board's ACE Manual.

The emphasis of the Japanese Continuers course is communication, and much emphasis is given to speaking and listening skills. At this more advanced level, students are well able to take up the challenge of more sophisticated writing, and develop further proficiency in this area. Thus students will continue to actively communicate and hopefully be given the opportunity to actually travel to that country to use their language.

Studying a language offers an insight into other peoples' culture, develops tolerance and understanding and helps increase students literacy skills not only in the chosen language but in English as well. An understanding of how language works is invaluable for all learning areas as an aid to writing essays and constructing articulate thought.

Students use technology such as the Internet, CD-ROMs, videos, cassettes and sometimes satellite technology, to acquire the foreign language of their choice as well as the more traditional classroom methods.

The benefits of having acquired a second language are enormous and are not only restricted to travel. Many students combine degrees such as, commerce, medicine, business administration, international studies, with languages at a tertiary level, which opens up wide opportunities both in Australia and overseas.

Course Description

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

Main Topics Covered

Themes

- ❖ The Individual
- ❖ The Japanese-speaking Communities
- ❖ The Changing World

Students' language skills are developed through:

- ♦ Conversation
- ♦ Responding to an aural stimulus
- ♦ Responding to a variety of written material
- ♦ Writing for a variety of purposes
- ♦ Studying Japanese culture through texts

BEGINNERS COURSES

CHINESE – JAPANESE

The Beginners courses that are offered at Turramurra High School are Chinese and Japanese. The emphasis of each course is communication, and much emphasis is given to speaking and listening skills, approximately fifty percent of the weighting of the external examination comes from these skills. As well, students will develop a certain proficiency in writing in the chosen language, and study different aspects of culture. Thus students will learn to actively communicate and hopefully be given the opportunity to actually travel to that country to use their language.

Studying a language offers an insight into other peoples' culture, develops tolerance and understanding and helps increase students literacy skills not only in the chosen language but in English as well. An understanding of how language works is invaluable for all learning areas as an aid to writing essays and constructing articulate thought.

Students use technology such as the Internet, CD-ROMs, videos, cassettes and sometimes satellite technology, to acquire the foreign language of their choice as well as the more traditional classroom methods.

The Beginners course is organised around prescribed themes and their associated topics.

The themes covered are:

- ❖ Making Contact
- ❖ Family and Friends
- ❖ Daily Routine
- ❖ Shopping
- ❖ Food
- ❖ Leisure
- ❖ Travel
- ❖ Traditions and Lifestyle
- ❖ The Future

The courses used in the Senior Beginners course are chosen for their emphasis on communicative learning. A corresponding workbook accompanies each course book that is used in language classes. The course books are essential for maximising successful learning conditions. Some classes will have the opportunity to subscribe to magazines as well. Culture enrichment is a feature of language study and students will have opportunities to view films, see exhibitions and visit restaurants, as part of their course work.

Note: To study a Beginners course you must not have studied this language for the School Certificate or have a background in this language.

CHINESE BEGINNERS

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Chinese Continuers; Chinese Background Speakers

Other eligibility rules may apply to the study of this subject; check with your teacher or the Board's ACE Manual

Course Description

Preliminary Course (120 indicative hours)

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.

HSC Course (120 indicative hours)

In the HSC course students will extend and refine their communication skills in Chinese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

Main Topics Covered

- ♦ Greetings
- ♦ Times and Dates, Seasons, Days of the Week
- ♦ Family
- ♦ Eating and Drinking
- ♦ Telephone Conversations
- ♦ Asking the Way
- ♦ Travel and Use of Transport
- ♦ At School
- ♦ Visiting the Doctor
- ♦ Shopping
- ♦ Entertainment
- ♦ A Trip to China

Particular Course Requirements

Nil

JAPANESE BEGINNERS

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Japanese Continuers; Japanese Background speakers

Other eligibility rules may apply to the study of this subject, check with your teacher or the Board's ACE Manual

Course Description

In the Preliminary course, students will begin to develop their knowledge and understanding of Japanese. During this course, students must acquire some knowledge of the Japanese language as a system through the seven themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Japanese through the four skills: listening, speaking, reading and writing. All themes listed in the syllabus must be studied for the HSC. Themes previously studied in the Preliminary course will be studied in greater depth.

Main Topics Covered

- ❖ Meeting People
- ❖ Family and Friends
- ❖ Home Life and Neighbourhood
- ❖ Education and Work
- ❖ Recreation
- ❖ Travel, Tourism and Holidays
- ❖ Future Plans and Aspirations

Particular Course Requirements

Nil

CREATIVE AND PERFORMING ARTS

Dance

Drama

Music 1

Music 2

HSC Music Extension Course

Visual Arts

DANCE

2 units for each of Preliminary and HSC

Board Developed Course

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

Approximate Cost: \$30.00

Course Description

Preliminary Course

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 prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and forms all three components of the course.

Components to be completed:

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

HSC Course

Students continue common study in the three course components of performance, composition and appreciation and undertake an in-depth study of dance in one of the Major Study components, either performance, composition or appreciation.

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

Particular Course Requirements

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

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

DRAMA

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Approximate Cost: \$30.00

Students study the practices of making, performing and critically studying in drama. Students engage with these components through collaborative and individual experiences.

Preliminary Course

Content comprises an interaction between the components of improvisation, play-building and acting, elements of production in performance and theatrical traditions and performance styles. Learning is experiential in these areas.

HSC Course

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.

The **group performance** of between three and six students, involves creating a piece of original theatre of eight to twelve minutes. It provides opportunity for each student to demonstrate his/her performance skills.

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

Main Topics Covered

Preliminary Course

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

HSC Course

- * Australian Drama and Theatre [core content]
- * Studies in Drama and Theatre
- * Group Performance [core content]
- * Individual Project

Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in the areas of study. In preparing for the group performance, a published topic list is used as a starting point. The individual project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing individual project design or critical analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in drama in the written component or in any other HSC course when choosing individual projects.

MUSIC 1

2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites: Music mandatory course (Years 7 & 8) or equivalent

Exclusions: Music 2

Approximate Cost: \$30.00

Course Description

In the Preliminary and HSC courses, 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.

Main Topics Covered

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

Particular Course Requirements

HSC Course

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

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

MUSIC 2

2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites: Music Additional Study course (Years 9 & 10 Elective) or equivalent

Exclusions: Music 1

Approximate Cost: \$30.00

Course Description

In the Preliminary and HSC courses, 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.

Main Topics Covered

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

In the Preliminary course the mandatory topic is: *Music 1600 – 1900*.

In the HSC course the mandatory topic is: *Music of the last 25 Years (Australian focus)*.

Particular Course Requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in performance, composition or musicology. Students selecting composition or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

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

HSC MUSIC Extension Course

1 unit/60 hour course

Board Developed Course

Exclusions: Music 1

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

Course Description

The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability, as well as advanced performance, composition, or musicology skills.

Students will specialise in performance, composition, or musicology and will follow an individual program of study, which will be negotiated, between the teacher and student.

Particular Course Requirements

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

VISUAL ARTS

2 units for each of Preliminary and HSC

Board Developed Course

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

Approximate Cost: \$80.00

Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in their 'Body of Work'. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students investigate the relationship between the artwork, the artist, the world and the audience. Students use different approaches to explore artworks from Cultural, Structural, Subjective and Postmodern Frames.

The Preliminary course is broadly focused while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts. Students who have not studied Visual Arts since Year 8 may still select Visual Arts in Years 11 and 12.

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Preliminary Course

- Artworks in at least two expressive forms and use of a process diary.
- A broad investigation of ideas in art making, art criticism and art history.

HSC Course

- Development of a body of work and use of a process diary.
- A minimum of five case studies (4–10 hours each).
- Deeper and more complex investigations in art making, art criticism and art history.

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

Personal Development, Health and Physical Education

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

The Preliminary course examines a range of areas that underpins health and physical activity.

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

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

Preliminary Course

Core Strands — 60%

- * Better Health for Individuals (30%)
- * The Body in Motion (30%)

Options — 40%

Select **two** of the following options:

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

HSC Course

Core Strands — 60%

- * Health Priorities in Australia (30%)
- * Factors Affecting Performance (30%)

Options — 40%

Select **two** of the following options:

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

Particular Course Requirements

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

BOARD DEVELOPED - SCHOOL DELIVERED VOCATION EDUCATION & TRAINING (VET) COURSES

Business Services

Construction Pathways

Hospitality – Kitchen Operations

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

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

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

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



Business Services Course Descriptor 2021

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: BSB20115 Certificate II in Business

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

Course: Business Services (240 indicative hours) Board Developed Course Number: 26101		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The BSB20115 Certificate II in Business is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the BSB Business Services Training Package (Release 5) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
1 Core BSBWHS201 Contribute to health and safety of self and others 11 Electives BSBIND201 Work effectively in a business environment BSBINM201 Process and maintain workplace information BSBSUS201 Participate in environmentally sustainable work practices BSBWOR203 Work effectively with others BSBITU307 Develop keyboarding speed and accuracy		TLIP2029 Prepare and process financial documents BSBCMM201 Communicate in the workplace BSBITU211 Produce digital text documents BSBITU212 Create and use spreadsheets BSBWOR202 Organise and complete daily work activities BSBWOR204 Use business technology Additional units required to attain an HSC credential in this course BSBINN201 Contribute to workplace innovation BSBCUS201 Deliver a service to customers	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the business services industry involves:			
<ul style="list-style-type: none">customer (client) serviceorganising information and records in both paper and electronic forms		<ul style="list-style-type: none">teamworkusing technologiescreating documents	
Examples of occupations in the Business Services Industry			
<ul style="list-style-type: none">administration assistantclerical worker		<ul style="list-style-type: none">office juniorreceptionistinformation desk operatordata entry operator	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in BSB20115 Certificate II in Business , students require the physical ability to touch type with speed and accuracy. This is an inherent skill requirement for the unit of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
Course consumables: \$50 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			



Course: Construction (240 indicative hours) Board Developed Course Number: 26201	Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)
The CPC20211 Certificate II in Construction Pathways is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.	
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CPC08 Construction, Plumbing and Services Training Package (Release 9.7) (https://training.gov.au/Training/Details/CPC08). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.	
Units of Competency	
6 Core CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1012A Work effectively and sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1014A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications 6 Electives CPCCGA2002B Use carpentry tools and equipment-Group B	6 Electives (cont.) CPCCGA2011A Handle carpentry materials-Group B CPCCCM2006B Apply basic levelling procedures-Group H CPCCO2013A Carry out concreting to simple forms-Group H CPCCJN2001A Assemble components-Group F CPCCJN2002B Prepare for offsite manufacturing processes-Group F Additional units required to attain an HSC credential in this course CPCCGA2003A Erect and dismantle formwork for footings and slabs on the ground CPCCCM2005B Use construction tools and equipment #CPCCVHS1001 Prepare to work safely in the construction industry
#Successful completion CPCCVHS1001 Prepare to work safely in the construction industry will lead to a General Construction Induction Card (White Card) issued by SafeWork NSW. This is a legal requirement before entering a construction site across Australia.	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.	
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the construction industry involves:	
<ul style="list-style-type: none"> ▪ communication ▪ problem-solving ▪ teamwork ▪ initiative and enterprise 	
Examples of occupations in the construction industry	
<ul style="list-style-type: none"> ▪ Builder ▪ Shopfitter and joiner ▪ Bricklayer 	
Mandatory course requirements to attain an HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.	
Admission Requirements To enrol in CPC20211 Certificate II in Construction Pathways , students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.	
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.	
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.	
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.	
Course consumables: \$170 WhiteCard will be delivered by Advanced OHS_ \$90 approximately Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>	
Exclusions: VET course exclusions can be confirmed with the school.	



Hospitality – Kitchen Operations Course Descriptor 2021

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations

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

Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIT 20416 Certificate II in Kitchen Operations is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1.2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
8 Core BSBWOR203 Work effectively with others SITXWHS001 Participate in safe work practices SITHCC001 Use food preparation equipment SITHCC005 Prepare dishes using basic methods of cookery SITHCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXFSA001 Use hygienic practices for food safety SITXINV002 Maintain the quality of perishable items		5 Electives SITHIND002 Source and use information on the hospitality industry BSBSUS201 Participate in environmentally sustainable work practices SITHCC003 Prepare and present sandwiches SITHCC002 Prepare and present simple dishes SITHCC006 Prepare appetisers and salads Additional units required to attain an HSC credential in this course SITXFSA002 Participate in safe food handling practices	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
▪ Supporting and working with colleagues to meet goals and working in a team		▪ Preparing menus, managing resources, preparing, cooking food and menus items	
Examples of occupations in the Hospitality Industry			
▪ Breakfast cook ▪ Catering assistant		▪ Fast food cook ▪ Sandwich hand ▪ Takeaway food cook ▪ Trainee chef	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
Admission Requirements To enrol in SIT 20416 Certificate II in Kitchen Operations , students should be interested in working in a hospitality environment preparing and plating food to customers. They should be able to lift and carry equipment and use hand held and larger commercial kitchen equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$260 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship and apprenticeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

CONTENT ENDORSED COURSES

Photography, Video and Digital Imaging

Sport, Lifestyle & Recreation Studies

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

1 unit

Content Endorsed Course

Exclusions: Nil

Fees: Year 11 \$80.00

Course Description

Photography, Video and Digital Imaging in Stage 6 is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/ digital imaging and to understand and value how these fields of practice invite different interpretations and explanations.

The course focuses primarily on Digital Photography. Students will develop knowledge, skills and understanding, through the making of photographs, and digital images, that lead to and demonstrate conceptual and technical accomplishment. Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography and digital imaging. These fields of artistic practice resonate with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world.

The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Central to this is the development of creative action, reflection and the exercise of judgement.

Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century.

SPORT, LIFESTYLE and RECREATION STUDIES

Content Endorsed Course

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

Approximate Cost: \$90.00

Course Description

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

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

Through the course, students will develop:

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

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

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle
- Dance
- Games & Sports Application
- Sports Coaching

TAFE DELIVERED VET COURSES

TVET

2018 TAFE Delivered (TVET) Courses

INTRODUCTION

Students must complete a minimum of 12 units for the Preliminary course (Year 11). As part of their subject selection students can undertake to study two units from a TAFE college.

The TAFE delivered VET courses are to be offered at the following TAFE colleges:

Hornsby, Bradfield, Crows Nest, Enmore, Meadowbank, Ryde, St Leonards and Ultimo.

These are all part of the Northern Sydney Institute (NSI) of TAFE.

All courses require the student to complete an application form as well as indicating on the Turramurra High School's Course Selection sheet that you wish to apply for a TAFE delivered course.

The application form for these courses can be obtained from the Careers Adviser, Mr Harrisson. **First Round applications need to be finalised by Friday 24 August 2018.** The completed application form is to be given directly to Mr Harrisson.

These courses are offered to all Year 11 and 12 students, and only operate if there are sufficient applications.

All courses run both in school time and out of school time. Students must accept full responsibility for their studies, attendance and transport to and from TAFE.

Category B Subjects can be used as part of an ATAR

The following are all **Category B courses** that are offered at TAFE:

These are 240 hour Vocational Educational and Training (VET) courses. An optional written examination is offered for the HSC. If you want the results from these courses to be available for inclusion in the calculation of your ATAR, you must undertake the optional written examination.

Only **ONE** Category B subject can be included in the ATAR.

- Automotive
- Digital Animation
- Electro-technology
- Entertainment Industry
- Financial Services
- Horticulture
- Human Services – Nursing
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism and Events

There are numerous other VET courses available that unlike those listed above, **cannot** be counted towards your ATAR.

General Information

The majority of TVET classes are held on TUESDAY afternoons. Classes usually start from 2pm onwards and finish by 6pm.

Entry to most courses is competitive. There are no TAFE fees, however, students must provide their own materials.

As courses run in and out of school time, some students will miss some classes. Students should be aware of this and consider whether they are willing to miss classes.

IMPORTANT THINGS TO BE AWARE OF BEFORE YOU SELECT A TVET COURSE

- All TAFE delivered courses requires the completion of an application form in addition to indicating your intention to enrol on the school's Subject selection sheet.
- Ensure that a sufficient number of units are chosen at school in case the TVET application is unsuccessful.
- Accept that TAFE is an adult learning environment in which all TAFE attendance and assessment requirements must be met. Additionally, **students must make up any class work missed** because of attendance at TAFE. It is the **student's responsibility** to ensure that any work missed is completed.
- 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.

WARNING

It is very important that you take seriously any TVET course selection you make. If you are wishing to do a TVET course just to experience a 'non-school' environment, you are doing it for the wrong reasons. If you select a TVET course for the wrong reason you may not be successful in completing the course. This may then put the completion of your Preliminary Certificate in danger.

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 Higher School Certificate.

If you are not confident of your TVET choice, consult the Careers Adviser prior to making your application.

For a full list of Northern Sydney Institute TVET courses please arrange to make an appointment with Mr Harrison.