



# Kellyville High School

Year 11, 2021  
Year 12, 2022

## Subject Selection Handbook





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### **PLEASE NOTE:**

The official Subject Selection “**EXPRESSION OF INTEREST**” will be completed **ONLINE** this year. The link will be issued in Wellbeing classes. There is a *planning* copy at the end of this booklet. The printed form, and planning copy, need to be **submitted to the Senior Executive or NESA Specialist Teachers at the time of interview in Week 1 Term 4.**



## INTRODUCTION

This handbook is the most important information you will receive before entering the Senior School. It outlines in detail the rules of the Higher School Certificate, the unit structure and the courses available for study over Years 11 and 12. This handbook should be read carefully by you and your parents. This handbook is more than simply a subject selection book because it provides not only course descriptions but particular course requirements and the components of assessment for the HSC year.

Some of the design and information of this handbook has come directly from the NESA - NSW Education Standards Authority (formerly known as The Board of Studies) and this information is also available on their website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>.

This handbook is also part of a carefully-designed process to assist you in making wise choices for your future. Kellyville High School aims to ensure your choice of subjects for Years 11 and 12 is appropriate to your ability and career goals. Our wish is to promote success for every individual. The first step for you to succeed is to make the correct choices from the beginning. In choosing courses for your senior years, you need to seek and pay particular attention to the advice your teachers, the specialist subject teachers and the Faculty Head Teachers provide to you and your parents. After your expressions of interest have been made, the Head Teachers, with expertise in KLA areas will then affirm your choices or make other recommendations that may be more suitable.

Interviews will be available for parents and students to discuss options and recommendations about patterns of study with the Deputy Principal, Head Teachers and Career Adviser.

The Subject Selection Process has the following stages:

### Term 3

- Pathway planning in Careers lessons continuing throughout Term Two.
- **Week 1 - Thursday 23<sup>rd</sup> July, Friday 24<sup>th</sup> July:** Wellbeing lessons - Discussion on selection process and filling in form. Teachers to help fill with draft forms.
- **Week 2 - Tuesday 28<sup>th</sup> July:** Parent and Student information evening and Subject Expo.
- **Week 2 - Thursday 30<sup>th</sup> July, Friday 31<sup>st</sup> July:** Head Teachers and 2ICs will confirm subject choices for eligibility and discuss with the student before they are signed off.
- **Week 3 - Thursday 6<sup>th</sup> August, Friday 7<sup>th</sup> August:** Students will be allocated times for interviews with Senior Executive and NESA Specialist Teachers. **Expression of Interest** forms will be submitted at this time. Forms must be fully signed by appropriate persons. Parents are invited to attend if desired.

**PLEASE NOTE:** Depending on numbers, some subjects may not run.

The subjects which are to run will be put into a line structure for the timetable. *Students who have clashes with chosen subjects according to their priorities will be provided an opportunity to reselect subjects in the established line structure. There will be no further choices after this step!*

This program is designed to allow as much time as possible for input and support to be offered and for decisions to be made. The Careers Adviser is available if you wish to make an appointment to discuss any issues related to subject selection, career goals and university requirements.



In deciding to be a senior student, there is much to consider. It is advisable when selecting subjects for the senior years to:

- Ensure your subjects are listed in **preference order** as this is how they will be allocated to you in the event of a timetable clash.
- **Select subjects** you **enjoy** doing. You have six subjects (12 units) to complete in Yr 11 - not every one of them needs to be directly career oriented.
- **Select subjects** for **yourself** and not based on what your friends will be doing or who you think may be teaching a particular course.
- Have an understanding of what **education** comes **after school**. Not everyone is aiming for a University education. For example, if approximately 60% of HSC students go to university, where do the other 40% go? TAFE, private colleges, traineeships and fulltime employment are some of the answers.
- Have clear career **goals** before selecting your subjects. This refers to 'areas' of interest - for example health, hospitality, education, business or public service.
- **Take the advice** of your teachers and do not attempt subjects that in the past you have found difficult or that you do not enjoy or you think will scale well.
- Vocational Education (VET) courses are becoming an important option for many students. Completing one of these subjects may help with TAFE accreditation, job placement and employment.
- When choosing subjects be sure of the **requirements**. For example, work placements, types of assessments, performances, major works and the cost of course contributions need to be considered by you and your parents.
- Remember that some courses involve considerable costs in terms of **fees**, or equipment requirements. You must take this into consideration when choosing your subjects.
- Realise that **not all of your choices may be possible** when classes are timetabled. You may have to commit yourself to a second choice. This may seem hard but students do adjust.

As a supplement to this handbook, you will receive an assessment schedule at the beginning of both Years 11 and 12 for each of the subjects you are studying. These schedules will indicate the type of assessment tasks and the weighting of each one.

**Assessment tasks are a compulsory feature of the senior years and the satisfactory completion of these tasks is an essential requirement of being a senior student.**

All students should consider their options very carefully, taking advantage of all the opportunities offered for advice and guidance.

**Please note:** *Choose subjects very carefully as, once the Year 11 course starts, a number of students realise the choices they made the previous year are unsuitable and they need to make changes to their course of study. This is not always an option. Take the time to read this book and research your options.*

A survey was conducted to gauge the reasons and impacts of these changes. Common reasons offered were:

- *I thought I would get the teacher I liked, but I got someone different.*
- *I chose it because my friends were doing it.*
- *The subject was different to what I expected it to be.*
- *TAFE was more difficult than I thought.*

***Best advice is to start the year in the courses you intend to follow through to the HSC.  
Year 11 is only for 3 terms - 30 weeks!***

Damian Wanstall  
**Deputy Principal**



## Information Sheet for International Students

Australia's laws promote quality education and consumer protection for overseas students. These laws are known as the ESOS framework and they include the Education Services for Overseas Students (ESOS) Act 2000 and the National Code.



For a summary of the ESOS framework, go to:

[www.aei.gov.au/Regulatory-Information/Pages/Regulatoryinformation.aspx](http://www.aei.gov.au/Regulatory-Information/Pages/Regulatoryinformation.aspx)

For information about student visa requirements refer to the Department of Immigration and Citizenship (DIAC) website: [www.immi.gov.au/students](http://www.immi.gov.au/students)

Contact the **International Students Coordinator** at your school, **Mrs Pam**, if you have any concerns or questions about your school, personal issues or other problems. The Coordinator will assist you or refer you to the appropriate staff member.

The following regulations apply to your studies at a NSW government school:

### Attendance and course requirements

- You must attend a minimum of 80% of all scheduled classes. If you do not meet attendance requirements you may be reported to DIAC, unless there are compassionate or compelling circumstances (guidelines are provided below).
- You must provide a doctor's certificate for any absences of 3 (three) days or more. The doctor must be a registered medical practitioner. If you are absent for 1 or 2 days, a letter of explanation must be provided by your guardian or if you are over 18 years, you can provide your own written explanation.
- You must meet course progress requirements. Your school will provide you with information about course requirements as outlined by the Board of Studies. Further information about course requirements is available at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

### Accommodation and welfare arrangements

- If you are under 18 years, you must **maintain your approved accommodation, support and welfare arrangements**. If these arrangements are approved by the NSW Department of Education and Communities, you must not change those arrangements without prior written approval. Requests to change the arrangements must be made in writing to DEC International and signed by your parents.
- If you want to change your homestay, you should contact the International Students Coordinator at your school.
- NSW Department of Education and Communities recommends that students over 18 continue to live with relatives or homestay families. Changes to accommodation should be within reasonable travelling distance to your school.
- Your parent or relative (approved guardian) must notify your school of your residential address within 7 (seven) days of arriving in Australia and notify any changes of address and contact details within 7 (seven) days. Students over 18 years who change address must also notify their school within 7 (seven) days.

### Conditions of enrolment

- You must commence school enrolment on the date stated on the **Confirmation of Enrolment** and if this is not possible notify DEC International in writing within 24 hours of the start date on the Confirmation of Enrolment.
- You must adhere to school rules and the terms and conditions of enrolment as stated on the international student application form. You will receive information about school rules and expected behaviour at orientation.
- Your school may suspend or cancel your enrolment on grounds of misbehaviour. For further information about student behaviour and suspension and expulsion of students, refer to the International Students Coordinator at your school.
- Travel during school holidays, other than returning to your home country, is only permitted if you are travelling with your guardian or relatives or on an approved school excursion. Written permission from your parents is required.
- If you want to transfer to another government school you must provide a written request to your school signed by your parents or guardian.
- If you want to change provider you must provide a written request to your school signed by your parents. For further information concerning visa regulations about change of provider refer to the DIAC website and the coordinator at your school.





### Taking leave

- If you are going to be absent for a week or more during school term, your parents must request approval from the principal. You must not defer your start date or take extended leave without the principal's permission. Approval is only granted on compelling or compassionate grounds (guidelines below).

### Complaints and Appeals

- NSW Department of Education and Communities has a complaints and appeals process. If you wish to make a complaint or appeal a decision made concerning your enrolment, course progress or other decision, you should contact the International Students Coordinator at your school. Your guardian (if you are under 18) or support person (if you are over 18) must be present with you in any appeal interviews.

### Work

- If you obtain Work Rights on your visa, you are able to work during holiday periods. Any part-time work during school term must not interfere with your school studies and must not exceed 20 hours per week.

### Guidelines for compassionate or compelling circumstances

Leave approved on grounds of compelling or compassionate circumstances is not counted in attendance records. Compassionate or compelling circumstances are generally those beyond your control and which have an impact upon your course progress or wellbeing. These could include, but not limited to:

- illness, where a medical certificate states that you are unable to attend classes or
- bereavement of close family members such as parents or grandparents (where possible a death certificate or other evidence should be provided either prior to departure or on return) or
- major political upheaval or natural disaster in the home country requiring their emergency travel and this has impacted on your studies or
- a traumatic experience which could include, but is not limited to:
  - involvement in, or witnessing of an accident
  - witnessing or being the victim of crime and this has impacted on you (these cases should be supported by police or psychologists' reports or advice)
- inability to begin studying on the course commencement date due to delay in receiving a student visa.

**School Contact Person:** Mrs Sharon Pam (International Student Coordinator)

CRICOS Provider Name: NSW Department of Education and Communities (Schools) | CRICOS Provider Code: 00588M

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## ABOUT THE HSC

The Higher School Certificate recognises 13 years of schooling.

- It is the highest credential you can gain in NSW schools
- It is internationally recognised and provides a strong foundation for the future, whether you want to go to university, other training institutes, vocational training or employment
- It offers a full range of study areas matching a whole range of individual abilities, interests and goals
- NESA - NSW Education Standards Authority is the body responsible for developing and approving courses, organising, setting and overseeing HSC exams and assessments

Many courses are linked to further education and training. Extension courses enable students to undertake more in-depth and more rigorous study in areas of special interest. VET and TVET courses will count towards the HSC and lead to qualifications recognised across a number of industries. Life Skills Courses are included for students with special education needs.

The HSC fairly assesses each student's knowledge and skills. It offers syllabuses which set clear expectations of what you must learn and measures your performance against set standards. If you meet the minimum standard expected in a course, you will receive a mark of 50. If you demonstrate a higher standard of performance you will receive a higher mark. The highest mark possible for any 2 unit course is 100. The HSC report which you will receive for each course contains detailed information about what you have demonstrated that you know, understand and can do in that course.

*Please note that the information in this booklet is current and accurate at the time of publication.*

## WHAT TYPES OF COURSES ARE AVAILABLE?

There are 2 broad categories of courses that you can select in Years 11 and 12:

### Board Developed Courses

NESA develops the syllabus (objectives, outcomes, structure, content and assessment requirements) and HSC exams.

These courses are examined externally at the end of the HSC year and contribute to the calculation of the ATAR, which is required for entry to university.

Board Developed Courses are classified as either Category A or Category B. If you wish to go to university, you should take note of whether a subject is Category A or B. **To be eligible for an ATAR you must complete 10 Category A units or 8 Category A units and 2 Category B units.** i.e. you can do a maximum of 1 Category B subject but note that not all Category B subjects can be counted in this way. Category B subjects include all Vocational Education and Training courses (when the examination is done), some other Board Developed Courses and TVET Industry Curriculum Framework Courses.

### Board Endorsed Courses

Board Endorsed Courses are NOT examined externally at the end of the HSC year. They count towards the HSC but DO NOT COUNT towards an ATAR. Board Endorsed courses, such as Exploring Early Childhood, Sport Lifestyle and Recreation, Work Studies and Visual Design, do not count towards an ATAR.

**It is important to choose your subjects carefully. Consider courses that will increase your options for future studies.**



## WHAT ARE UNITS?

A term you hear in relation to the HSC is **Units**.

- All courses offered for the HSC have a Unit value. Subjects may have a value of 1 or 2 units but most courses are 2 unit. Extension Courses are worth 1 unit.
- Each unit requires approximately 60 hours of class time per year (plus extra work and study of course!). That is about 2 hours per week per unit, 4 hours per 2 unit course.
- In the HSC each unit carries a value of 50 marks, so a 2 unit course is worth 100 marks.

### Requirements for the HSC

If you wish to be awarded the HSC you must have:

- satisfactorily completed courses that meet the pattern of study required by NESA. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- completed at least 12 units in the Preliminary Course/Year 11.
- completed Preliminary Course/Year 11 subjects that are prerequisite for doing the HSC course in Year 12.
- completed a minimum of 10 units in the HSC year. *At Kellyville High School students will be expected to continue with 12 units.* All recent studies and data suggest that those students who study 12 units and not 10 are more successful and score higher results overall in the HSC.
- met the requirements for the Preliminary and the HSC **pattern of study**, including:
  - at least 6 units of Board-Developed Courses
  - at least 2 units of a Board-Developed English course
  - at least 3 courses of 2 units or more
  - at least 4 different subjects
  - no more than 6 units of Science courses (no more than 7 units in Year 12 with Science Extension)

## WHAT IS THE ATAR?

This stands for the **Australian Tertiary Admission Rank**. Direct entry from Year 12 into University generally depends on your ATAR. *Students who do not intend to go to university do not have to qualify for an ATAR.*

You must understand that the ATAR is completely separate and different from a HSC mark. It is calculated by the universities, **NOT** NESA. It is actually a **RANK** not a mark.

The universities give every subject a weighting according to which subjects they consider more or less difficult. They then scale (or adjust) the students' results in each subject using the weighting, and add those scaled results up, using the best 10 units. This gives the overall ranking or ATAR. It goes from 0.1 to 99.95 and will indicate a **student's position** in relation to the Year 7 students they began high school with, rather than the Year 10 group.

Entry into most university courses depends on achieving at least a certain level of ATAR. The actual figure varies from year to year. There may also be prerequisites in terms of specific subjects that should have been studied. These prerequisites are not as numerous as you may think and there are often bridging courses, enabling students to comply with entry standards.





## HSC PATHWAYS

Most students follow a two-year program of study in Years 11 and 12. In some circumstances it is possible to vary this pattern. **You can study the HSC over a period of up to 5 years doing pathways.** You will need to speak to the Deputy Principal if you think this applies to you.

## HSC UNIVERSITY PATHWAYS

Talented students who have accelerated in at least one HSC course and achieved high-level results can apply to begin their university studies and fast-track their first university degrees. Many are free of charge while the rest are a combination of scholarships and HECS Fee Help.

The University of New England (UNE), the University of New South Wales (UNSW) and Macquarie University (MU) have established a program of challenging and exciting first-year university units and courses that students can undertake while finishing HSC studies at school. Students have the chance to study by distance mode with the option of a weekend residential, or they can attend university on campus for an early experience of studying in a university environment.

Many units and courses offered can be completed by the end of the first university semester. By then, successful students will have results that can count towards a first degree. This program attracts university credentials, and subjects are separate from the HSC. Results do not contribute to the ATAR.

Interested students should discuss the program with their year advisor or another suitable senior teacher. Applications will need the support of school principals.

The following websites give you some general information about the range of units and courses on offer to highly able HSC students. They will take you to more information, university contact details and application forms. Applicants will need to provide their Board of Studies Student Number and also give permission for the Board to release their HSC results to the universities they apply for.

University of New England: <http://www.une.edu.au/study/study-online/entry-pathways>

University of New South Wales:

[https://www.unsw.edu.au/sites/default/files/documents/HSC\\_Pathways\\_brochure\\_web.pdf](https://www.unsw.edu.au/sites/default/files/documents/HSC_Pathways_brochure_web.pdf)

Macquarie University:

<https://www.mq.edu.au/study/find-a-course/undergraduate/macquarie-entry>

## ALTERNATIVE PATHWAYS FROM SCHOOL TO WORK AND FURTHER STUDY

There are many ways a student can get to university, TAFE or work from school. In any year approximately 60% of HSC students will follow the traditional path and go directly to university, 40% will take alternative pathways. These pathways may provide a more practical and hands on way of gaining skills and experiences.

1. The Traditional Way: HSC + ATAR  $\longrightarrow$  DIRECT ENTRY TO UNIVERSITY
2. HSC with some VET or TVET courses (ATAR or non-ATAR)  $\longrightarrow$  TAFE/TRADE  $\longrightarrow$  UNIVERSITY or WORK
3. HSC (non-ATAR)  $\longrightarrow$  TAFE/TRADE  $\longrightarrow$  UNIVERSITY or WORK
4. HSC  $\longrightarrow$  WORK / TRADE  $\longrightarrow$  UNIVERSITY/ TAFE AS MATURE AGE STUDENT



## ASSESSMENT AND REPORTING

You are required to complete school-based assessment tasks for most Board-Developed Courses you study. (VET and Life Skills Courses have different requirements).

- School-based assessment tasks will be capped at **three per course in Year 11** and **four per course in Year 12** (including the HSC trial examination).
- School-based assessment counts for 50% of your overall mark in each HSC course and is reported on your HSC Record of Achievement, the document containing the details of your results.
- Assessment allows schools to measure performance in a wider range of outcomes than can be tested in examinations therefore it can take a variety of forms (e.g. practical work, fieldwork, performance).
- You will have an Assessment Schedule Booklet detailing the requirements for each subject with components and weightings, as in Year 10.
- There is a system of N-Warnings, for failure to submit work as per the processes in Year 10.

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

- The HSC Testamur
- The Record of Achievement
- Course Reports
- A Statement of Attainment or Certificate 2 (for most VET courses)

## LIFE SKILLS COURSES

Students with Special Education needs are able to access the HSC using a combination of Board-Developed Life Skills courses and the Board developed courses.

Enrolment in Life Skills courses for the HSC involves a planning process that addresses how the student's study will contribute to his or her transition from school to adult life. Students may have done some Life Skills courses in Year 9 and 10.

For more detailed information about Life Skills Courses contact the Head Teacher IEF.

## VET COURSES - INDUSTRY CURRICULUM FRAMEWORK COURSES

- An Industry Curriculum Framework course, studied as part of the HSC, enables students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace.
- Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.
- The examination mark from one Industry Curriculum Framework VET/ TVET course may be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
- Courses offered at Kellyville are:
  - **Hospitality**  
and
  - **Retail Services.**

### Assessment - School based assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent. This may be at school or in a work setting.



### HSC examination (optional)

- The optional Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple-choice items, short answers and extended response items. **It is only used in the calculation of an ATAR score. Students who are not seeking an ATAR will not be enrolled in the optional examination.**
- The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

### Work Placement

- Students in Industry Curriculum Framework courses **must** complete work placement of up to 70 hours for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses - typically 35 hours for 120 hours of HSC credit. Placements may not be in the Kellyville area.

#### **PLEASE NOTE:**

The information on the **Vocational Education and Training (VET) courses** delivered by schools in the Western Sydney Region are **presented differently** as per The Western Sydney Region RTO requirements.

**These subjects appear at the end of the booklet.**

### **SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS**

School based apprenticeships and traineeships prepare students for a career in a particular industry, provide a training wage and skills training both on-the-job and off-the-job at school, TAFE or with a private training provider.

Apprenticeships and/or Traineeships are available in a range of HSC VET courses, including all Industry Curriculum Frameworks.

**School Based Traineeships** - an employer signs a contract for 18 months and has the option to retain the student after the duration of the contract. At the end of the HSC year the student has completed their Traineeship, usually Certificate II.

The Trainee is paid a Traineeship wage and attends a class at School, TAFE or is delivered by flexible arrangements through a private Registered Training Organisation.

100 days on-the-job must be completed prior to the 31<sup>st</sup> December of the students' HSC year to receive the full Certificate II qualification.

**School Based Apprenticeships** - an employer signs a contract for 60 months or 5 years in Certificate III. The student completes the 1<sup>st</sup> year of an Apprenticeship part-time whilst in Years 11 and 12 and may also start during Year 10 under special circumstances. As of 1st January the year after their HSC, the apprentice starts with the employer as a full time 2<sup>nd</sup> year Apprentice. The Apprentice is paid a 1<sup>st</sup> year Apprenticeship wage and attends a mainstream TAFE class with other full time 1<sup>st</sup> year Apprentices. Employers often employ School Based Apprentices on the days other apprentices attend TAFE. This seems to work in many cases. The apprentice must complete 100 days in most trades, 144 days in the building trades and 180 in plumbing and electro technology on-the-job prior to the 31<sup>st</sup> December of their HSC year.

If you would like any further information: [www.sbatinns.w.nsw.edu.au](http://www.sbatinns.w.nsw.edu.au) or contact the Careers Adviser.



## TVET COURSES - TAFE DELIVERED VET COURSES

TAFE delivered Vocational Education and Training (TVET) allows students to study vocationally oriented courses at TAFE and be counted as part of their HSC program. Classes are generally on a Monday or Wednesday afternoon, starting times vary from 1.30pm - 2pm and finish from 5.30pm - 6pm. The TAFE Colleges students can access are at Blacktown, Baulkham Hills, Mt Druitt, Nepean - Kingswood, Nirimba and Richmond. All TAFE courses involve travel and students are responsible for organising their own travel to and from TAFE. In some cases Meadowbank, Hornsby and Ryde TAFE's may be accessed.

The benefits of doing a TVET Course include

- having a broader choice of study options
- gaining practical skills and training for the workplace
- TVET qualifications are recognised by employers Australia wide, a nationally recognised qualification
- having the opportunity to have it counts towards both your HSC and a TAFE qualification. You will receive either an Academic Transcript or a Certificate from NSW TAFE
- may contribute to your ATAR
- designed for all students
- advanced standing which means there is no need to repeat any subjects successfully completed if you continue with TAFE NSW after school
- available in a variety of industry areas
- learning in an adult learning environment

### Do TVET courses count towards my ATAR?

Only a few TVET courses count towards your ATAR, however, these courses are considered Category B. These courses include: Automotive, Business Services, Construction, Electro technology, Entertainment, Financial Services, Health Services, Hospitality, Primary Industries and Tourism. All others TVET courses count towards your HSC but do not give you an ATAR.

**Students will be required to complete an application form if they want to do a TVET course. Information and Applications for 2021 TVET courses should be available by the end of Term 2.**

Students who wish to study at TAFE need to see Mr Obidi to collect the supplementary handout, which will have all current TAFE courses and the requirements for studying them.

**The school Careers Adviser (Mr Obidi) has more information on TVET courses and applications.**

## HSC MINIMUM STANDARDS

The HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students. From 2020, students in NSW will need to demonstrate a minimum standard in reading, writing and numeracy to receive their HSC. Students must achieve a level 3 of the Australian Core Skills Framework (ACSF) in each test in order to meet the HSC minimum standard. Once the HSC minimum standard is achieved in all three areas, a student is eligible to receive the HSC. Students can sit the online tests several times a year throughout Year 10, 11 and 12 and up to five years after the commence the HSC. These tests are coordinated by the school. Special needs provisions are approved by the Principal after liaising with the Learning Support Team.

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



## GENERAL INFORMATION

### Fees and Costs

The **General School Contribution** for senior students in 2021 will be approximately \$90.00. **Indicative Course Fees** are listed on the subject information sheets; however are subject to change at the commencement of the course.

### Textbooks

All senior students will be required, as a condition of studying the HSC, to purchase or access their own textbooks. A list of required textbooks will be provided to students at the completion of the school year.

### Subject Fees

While costs are kept to a minimum, it must be recognised that some subjects are more expensive to run than others. The costs indicated on the Course Description pages are estimates that cover consumable or personal items, which are essential for students in the course. For some subjects, no figure has been set but students and parents need to know that costs will be incurred to attend compulsory performances or excursions related to the course. Precise details of these costs will only be available closer to the date of the excursion/ activity.

**When considering the choice of practical subjects in particular, it is important that students and parents consider the costs involved.**

Families experiencing financial difficulties are encouraged to speak to the Principal about alternative arrangements.

We accept that some students will possibly change their mind about their course pattern. The **time allowed for subject changes** will be limited. Students will have 4 weeks to decide, starting from day 1 of the new school year until the set deadline. **The last day for changes is the Friday of Week 4, Term 1.**

### Contacts for further information about subjects:

English	Ms Ruys
Science	Mr Brown
Mathematics	Ms Wise
Human Society and Its Environment	Mrs McHardy
Technology and Applied Studies	Mr Caprarelli
Computing	Mr Caprarelli
Languages	Ms Graham
Creative and Performing Arts	Mrs Vasilescu
Life Skills	Ms Alalikin / Ms Graham
Personal Development, Health and Physical Education	Mrs Gentle
Work Studies, TAFE and VET	Mr Obidi

**COURSE DESCRIPTIONS - BOARD DEVELOPED, BOARD ENDORSED AND VET COURSES****• Subject Department - English**

- English (Advanced)
- English Extension Preliminary - must be studied with English Advanced
- English (Standard)
- English EAL/D (English as an additional language or dialect) \*conditions apply
- English Studies (**ATAR if optional examination completed**)
- Retail Services - (Category B) (**VET - at end of booklet**)

**NOTE:**  
**ENGLISH is the only COMPULSORY subject that ALL students must study.**

**• Subject Department - Mathematics**

- Mathematics Advanced
- Mathematics Extension 1 (must be studied with Mathematics course)
- Mathematics Extension 2 - HSC (must be studied with Mathematics Extension 1)
- Mathematics Standard (Year 12 course divides into Mathematics Standard 1 or 2)

**• Subject Department - Creative and Performing Arts**

- Dance
- Drama
- Music Course 1
- Photography, Video and Digital Imaging (Non-ATAR)
- Visual Arts
- Visual Design (Non-ATAR)

**• Subject Department - Human Society and Its Environment**

- Ancient History
- Business Studies
- Economics
- Geography
- History Extension (Year 12 only - 1 Unit)
- Legal Studies
- Modern History
- Society and Culture
- Studies of Religion

**• Subject Department - Personal Development, Health and Physical Education**

- Community and Family Studies
- PDHPE
- Sport, Lifestyle and Recreation Studies (Non-ATAR)





- **Subject Department - Science**

- Biology
- Chemistry
- Earth and Environmental Science **\*\* New OFFER for 2021**
- Investigating Science
- Physics
- Science Extension - HSC

- **Subject Department - Computing**

- **Industrial Technology \*** - Multimedia (Category A)
- Information Processes and Technology
- Software Design and Development

- **Subject Department - Technology and Applied Studies**

- Engineering Studies
- Exploring Early Childhood (Non-ATAR)
- Food Technology
- Hospitality (Category B) (**VET - at end of booklet**)
- **Industrial Technology \*** - Graphics (Category A)
- **Industrial Technology \*** - Timber Products & Furniture Industries (Category A)
- Textiles and Design
- Work Studies

If choosing **Industrial Technology \***

Students can choose **ONLY ONE**

- **Subject Department - Languages**

- Japanese Beginners

**PLEASE NOTE:**

All the **subject fees** stated in the following pages **are approximations** to help guide your decision making. They are **subject to change** after the publication of this booklet.



<b>ENGLISH FACULTY</b>			
<b>English <u>ADVANCED</u></b>			<b>ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	English
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary \$15 and HSC \$15, Purchase of textbooks and related consumables (\$60 + approx). <i>Figures are approximations and are subject to change</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	Grade A or B Achievement in Year 10		
<b>Compulsory Excursions</b>	None		
<b>What will I be learning in this subject?</b>			
<p><b>English Advanced</b> is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. You will apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.</p> <p>In the Preliminary Course you will study:</p> <ul style="list-style-type: none"> <li>• Common module- Reading to Write (40 hours)</li> <li>• Module A- Narratives that Shape our World (40 hours)</li> <li>• Module B: Critical Study of Literature (40 hours)</li> </ul> <p>In the HSC Course you will study:</p> <ul style="list-style-type: none"> <li>• Common Module: Texts and Human Experiences (30 hours) Common with Standard English</li> <li>• Module A: Textual Conversations (30 hours)</li> <li>• Module B: Critical Study of Literature (30 hours)</li> <li>• Module C: The Craft of Writing (30 hours)</li> </ul> <p>You will complete a close study of four texts – Shakespearean drama, prose fiction, poetry or drama, film or media or nonfiction – and a wide range of additional related texts and textual forms.</p>			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• Understand and use language effectively</li> <li>• Effectively communicate using different levels of complexity.</li> <li>• Understand and evaluate the effects and purposes of a range of textual forms.</li> <li>• Write coherently in a variety of forms.</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
Critically reading and interpreting the texts and writing sophisticated responses.			
<b>What are the most rewarding aspects of this subject?</b>			
Being introduced to a variety of texts which challenge perceptions and contexts and how these shape meaning.			
<b>How much practical/theory work will I do in this subject?</b>			
The majority of work undertaken is theoretical and involves the close study of ideas and texts in various contexts. Students will apply these ideas to practical oral/written tasks.			
<b>How will I be assessed in this subject?</b>			
<p>In the Preliminary and HSC Courses: Internal Assessment</p> <ul style="list-style-type: none"> <li>• Examinations – Reading and writing tasks</li> <li>• Skills based assessment – Speaking, Listening and Viewing/Representing tasks</li> </ul> <p>In the HSC Course: External Assessment</p> <ul style="list-style-type: none"> <li>• HSC Examination-Paper 1 Common Module, Paper 2 Modules</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Students attempting Advanced English must have achieved a Grade A or B in Year 10. In addition, they must have an interest in reading and the close study of literature.			
<b>How will this subject help me in the future?</b>			
Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at TAFE or University. Students who study the Advanced English Course will be well prepared for the study of English and related disciplines at University, in particular the study of law, journalism, teaching and communication courses.			
<b>Is there any other information?</b>			
Advanced English is an intellectually stimulating and challenging subject.			



ENGLISH FACULTY			
English <u>EXTENSION</u> – Preliminary			ATAR
How many units?	1	ATAR Category	A
Course Type	BDC	Faculty	English
Work Placement Required	No	Off Site	No
Anticipated Costs	Preliminary \$15, Purchase of textbooks and related consumables (\$60 + approx) <i>Figures are approximations and are subject to change.</i>		
Exclusions	English Standard/English EAL/D Courses		
Prerequisites	Grade A or B Achievement in Year 10 Must be studying Advanced English Preliminary Extension is a prerequisite for HSC Extension 1 and 2		
Compulsory Excursions	None		
<b>What will I be learning in this subject?</b>			
English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways. They will study one module – Texts, Culture and Value, which requires students to study a key text from the past and its manifestations in one or more popular cultures.			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• Articulate understanding through speaking, listening, reading, writing, viewing and representing</li> <li>• Craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts</li> <li>• Express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values</li> <li>• Express understanding of how cultural, historical and social contexts are represented in critical and creative texts</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
Reading and responding to sophisticated texts; composing highly sophisticated texts. You will be required to do additional reading, sometimes within a short time period.			
<b>What are the most rewarding aspects of this subject?</b>			
Challenging and extending understanding of how texts are valued in the world today			
<b>How much practical/theory work will I do in this subject?</b>			
Most of the work is of a theoretical nature. Students will apply concepts and skills in a practical way through their own reading, independent investigation and oral/written presentations			
<b>How will I be assessed in this subject?</b>			
In the Preliminary Course: Internal Assessment <ul style="list-style-type: none"> <li>• Written responses, Individual presentations and Extended Compositions</li> <li>• Related Research Project</li> <li>• Examination</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Students attempting Extension English must have achieved a Grade A or B in Year 10. In addition they must be studying Advanced English and have a strong interest in reading and the academic study of literature. Preliminary Extension is a prerequisite for HSC Extension 1.			
<b>How will this subject help me in the future?</b>			
The analytical nature of the course prepares students well for tertiary study, especially for courses in communication, law, journalism, media and teaching.			
<b>Is there any other information?</b>			
Extension English is a rigorous and challenging course.			



ENGLISH FACULTY			
English <u>EXTENSION</u> – HSC 1 and 2			ATAR
How many units?	1	ATAR Category	A
Course Type	BDC	Faculty	English
Work Placement Required	No	Off Site	No
Anticipated Costs	HSC \$15, Purchase of textbooks and related consumables (\$60 + approx) <i>Figures are approximations and are subject to change.</i>		
Exclusions	English Standard/English ESL/Fundamentals of English Courses		
Prerequisites	Must be studying Advanced English Preliminary Extension is a prerequisite for HSC Extension 1 HSC Extension 1 is a co-requisite for HSC Extension 2		
Compulsory Excursions	None		
<b>What will I be learning in this subject?</b>			
<p>English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.</p> <p>The HSC Extension 1 Course requires students to complete Common module: Literary Worlds with ONE elective option. Students study three prescribed texts and a variety of related texts.</p> <p>The HSC Extension 2 Course requires students to complete a Major Work through an independent investigation. Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement</p>			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• Articulate understanding through speaking, listening, reading, writing, viewing and representing</li> <li>• Craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts</li> <li>• Express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values</li> <li>• Reflect on and evaluate their own processes of learning and creativity.</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
<p>Reading and responding to sophisticated texts; composing highly sophisticated texts. You will be required to do additional reading, sometimes within a short time period.</p>			
<b>What are the most rewarding aspects of this subject?</b>			
<p>Challenging and extending understanding of how texts are valued in the world today.</p>			
<b>How much practical/theory work will I do in this subject?</b>			
<p>Most of the work is of a theoretical nature. Students will apply concepts and skills in a practical way through their own reading, independent investigation and oral/written presentations.</p>			
<b>How will I be assessed in this subject?</b>			
<p>In the HSC Courses: Internal Assessment</p> <ul style="list-style-type: none"> <li>• Written responses, Individual presentations and Extended Compositions</li> <li>• Interviews, Literature Reviews and Critique on the Creative Process</li> </ul> <p>In the HSC Course: External Assessment</p> <ul style="list-style-type: none"> <li>• HSC Extension 1 - Examination</li> <li>• HSC Extension 2 – Major Work and Reflection submission</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>Students attempting Extension English must be studying Advanced English and have a strong interest in reading and the academic study of literature. Preliminary Extension is a prerequisite for HSC Extension 1. HSC Extension 1 is a co-requisite for HSC Extension 2.</p>			
<b>How will this subject help me in the future?</b>			
<p>The analytical nature of the course prepares students well for tertiary study, especially for courses in communication, law, journalism, media and teaching.</p>			
<b>Is there any other information?</b>			
<p>Extension English is a rigorous and challenging course. English Extension 1 is designed for students with an interest in literature and a desire to pursue a specialised study of English. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.</p>			



ENGLISH FACULTY			
English <b>STANDARD</b>			ATAR
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	English
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary \$15 and HSC \$15, plus purchase of textbooks and related consumables (\$60 + approx) <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	Year 7-10 English		
<b>Compulsory Excursions</b>	None		
<b>What will I be learning in this subject?</b>			
<p><b>English Standard</b> is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. You will learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.</p> <p>In the Preliminary Course you will study:</p> <ul style="list-style-type: none"> <li>• Common module- Reading to Write: Transition to Senior English (40 hours)</li> <li>• Module A- Contemporary Possibilities (40 hours)</li> <li>• Module B: Close Study of Literature (40 hours)</li> </ul> <p>In the HSC Course you will study:</p> <ul style="list-style-type: none"> <li>• Common Module: Texts and Human Experiences (30 hours) Common with Advanced English</li> <li>• Module A: Language, Identity and Culture (30 hours)</li> <li>• Module B: Close Study of Literature (30 hours)</li> <li>• Module C: The Craft of Writing (30 hours)</li> </ul> <p>You will complete a close study of three texts – prose fiction, poetry or drama, film or media or nonfiction – and a wide range of additional related texts and textual forms.</p>			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• Understand and use language effectively</li> <li>• Compose and respond to a wide variety of texts.</li> <li>• Communicate for a range of purposes and audiences.</li> <li>• Value the English language to become effective communicators in a diverse global world.</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
Reading, responding to and composing a range of texts.			
<b>What are the most rewarding aspects of this subject?</b>			
Improving my understanding of the way texts shape meaning.			
<b>How much practical/theory work will I do in this subject?</b>			
The majority of work undertaken is theoretical and involves the close study of ideas and texts in various contexts. Students will apply these ideas to practical oral/written tasks.			
<b>How will I be assessed in this subject?</b>			
<p>In the Preliminary and HSC Courses: Internal Assessment</p> <ul style="list-style-type: none"> <li>• Examinations – Reading and writing tasks</li> <li>• Skills based assessment – Speaking, Listening and Viewing/Representing tasks</li> </ul> <p>In the HSC Course: External Assessment</p> <ul style="list-style-type: none"> <li>• HSC Examination-Paper 1 Common Module, Paper 2 Modules</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
English is the only compulsory subject. Year 10 English provides the background skills required for the study of English at the Higher School Certificate level.			
<b>How will this subject help me in the future?</b>			
Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at TAFE or University.			
<b>Is there any other information?</b>			
The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.			



ENGLISH FACULTY			
English <b>STUDIES</b>			ATAR *
How many units?	2	ATAR Category	ATAR only if optional exam completed (B)
Course Type	BDC	Faculty	English
Work Placement Required	No	Off Site	No
Anticipated Costs	Preliminary \$15 and HSC \$15 <i>Figures are approximations and are subject to change.</i>		
Exclusions	No		
Prerequisites	Year 7-10 English		
Compulsory Excursions	None		
<p><b>What will I be learning in this subject?</b>  <b>English Studies</b> is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.            In the Preliminary Course you will study:</p> <ul style="list-style-type: none"> <li>• Mandatory module- Achieving through English: English in education, work and community. (30-40 hours)</li> <li>• 2-4 Modules (20-30 hours each)</li> </ul> <p>In the HSC Course you will study:</p> <ul style="list-style-type: none"> <li>• Mandatory common module- Texts and Human Experiences (30 hours) Common with Standard and Advanced English</li> <li>• 2-4 modules (20-40 hours each)</li> </ul>			
<p><b>What skills will I gain from this subject?</b></p> <ul style="list-style-type: none"> <li>• Become a confident and engaged communicator</li> <li>• Refine and consolidate your English literacy skills</li> <li>• Undertake independent research, individual and collaborative learning.</li> <li>• Write coherently in a variety of forms</li> </ul>			
<p><b>What are the most challenging aspects of this subject?</b>            A variety of text types will be used in the study of a variety of modules in a range of personal, social, cultural and workplace contexts. The English Studies course also provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies.</p>			
<p><b>What are the most rewarding aspects of this subject?</b>            The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English.</p>			
<p><b>How much practical/theory work will I do in this subject?</b>            This course is designed to provide students with a variety of practical and theory work in the area of English..</p>			
<p><b>How will I be assessed in this subject?</b>            A variety of informal and formal assessment tasks will be completed in this course. These include:</p> <ul style="list-style-type: none"> <li>• Examinations – Reading and writing tasks</li> <li>• Skills based assessment – Speaking, Listening and Viewing/Representing tasks</li> <li>• A collection of classwork</li> <li>• HSC Examination (optional)-One paper baed on Common Module, Electives and Writing Skills.</li> </ul>			
<p><b>What background knowledge and skills will I require to be successful in this subject?</b>            Literacy skills that have been acquired in Years 7-10 in English.</p>			
<p><b>How will this subject help me in the future?</b>            English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.</p>			
<p><b>Is there any other information?</b>            English Studies encourages the continued development of skills in literacy, individual and collaborative processes and reflective learning. Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education.</p>			





ENGLISH FACULTY			
English <u>EAL/D</u>		ATAR	
How many units?	2	ATAR Category	ATAR
Course Type	BDC	Faculty	English
Work Placement Required	No	Off Site	No
Anticipated Costs	Preliminary \$15 and HSC \$15 <i>Figures are approximations and are subject to change.</i>		
Exclusions	No		
Prerequisites	Any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for <b>five years or less</b> prior to commencing the Preliminary course may study the English EAL/D course.		
Compulsory Excursions	None		
<b>What will I be learning in this subject?</b>			
<p><b>English EAL/D</b> is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds. You will engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English. You will learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.</p> <p>In the Preliminary Course you will study:</p> <ul style="list-style-type: none"> <li>• Module A: Language and Texts in Context (40 hours)</li> <li>• Module B: Close Study of Text (40 hours)</li> <li>• Module C: Texts and Society (40 hours)</li> </ul> <p>In the HSC Course you will study:</p> <ul style="list-style-type: none"> <li>• Module A: Texts and Human Experiences (30 hours)</li> <li>• Module B: Language, Identity and Culture (30 hours)</li> <li>• Module C: Close Study of Text (30 hours)</li> <li>• Focus on Writing (30 hours)</li> </ul> <p>You will complete a close study of three texts – prose fiction, poetry or drama, film or media or nonfiction – and a wide range of additional related texts and textual forms.</p>			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• Communicate effectively through speaking, listening, reading, writing, viewing and representing</li> <li>• Use language to shape and make meaning according to purpose, audience and context</li> <li>• Refine the ability to think in ways that are imaginative, creative, interpretive and critical</li> <li>• Express ideas that reflect their relationships with others and their world</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts.			
<b>What are the most rewarding aspects of this subject?</b>			
The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English.			
<b>How much practical/theory work will I do in this subject?</b>			
This course is designed to provide students with a variety of practical and theory work in the area of English..			
<b>How will I be assessed in this subject?</b>			
<p>In the Preliminary and HSC Courses: Internal Assessment</p> <ul style="list-style-type: none"> <li>• Examinations – Reading and writing tasks</li> <li>• Skills based assessment – Speaking, Listening and Viewing/Representing tasks</li> </ul> <p>In the HSC Course: External Assessment</p> <ul style="list-style-type: none"> <li>• HSC Examination-Paper 1 Module A and writing, Paper 2 Module B + C, Listening Paper</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Explicit and targeted English language instruction throughout the English EAL/D course is delivered in context and at students' point of need in order to assist them in achieving Years 11 and 12 outcomes.			
<b>How will this subject help me in the future?</b>			
The English EAL/D course will assist students to become proficient in English. It also assists to develop the collaborative and critical thinking skills needed to navigate their way through the 21st-century world.			
<b>Is there any other information?</b>			
The English EAL/D course is designed to embrace and incorporate students' backgrounds and experiences, while also providing opportunities to enhance students' knowledge, understanding and appreciation of Australian society, culture, history and literature.			



## Maths and University

To apply for some courses, students are required to complete mathematics through their high school studies.

The University is introducing mathematics course prerequisites for some courses from 2019 to help students thrive in their science, technology, engineering and mathematics related degrees and prepare them to tackle future career challenges.

### Meeting the requirement

Students need to achieve Band 4 in the NSW Higher School Certificate (HSC) Mathematics (not General Mathematics) or similar result in equivalent interstate or IB subjects to enroll in a range of courses, including economics, commerce, engineering and IT, psychology, pharmacy, veterinary science and science.

### Courses with mathematics as a course prerequisite for entry in 2020

#### Arts and Social Sciences

UAC code Course

513225 B Economics

513230 B Economics/B Advanced Studies

B Economics (Sciences Po Dual Degree)

#### Business

UAC code Course

513300 B Commerce

513305 B Commerce/ B Advanced Studies

513310 B Commerce/ B Advanced Studies (Dalyell Scholars)

#### Education and Social Work

UAC code Course

511607 B Education (Secondary: Mathematics)/B Science

511608 B Education (Secondary: Science)/B Science

#### Engineering and Computer Science

UAC code Course)

513500 B Advanced Computing

513505 B Advanced Computing/ B Commerce

513510 B Advance Computing/ B science

513515 B Advanced Computing/ B science (Health)

513520 B Advanced Computing/ B science (Medical Science)

513571 B Engineering honours (Dalyell scholars)

513600 B Engineering Honours/ B Science (Health)

511700 B Engineering Honours - Advanced Engineering Program

511756 B Engineering Honours - Flexible First Year Program

511734 B Engineering Honours - Space Engineering Major

511716 B Engineering Honours (Aeronautical)

511758 B Engineering Honours (Biomedical)

511735 B Engineering Honours (Chemical and Biomolecular)

511741 B Engineering Honours (Civil)

511747 B Engineering Honours (Electrical)

511729 B Engineering Honours (Mechanical)

511730 B Engineering Honours (Mechatronic)



511753 B Engineering Honours (Software)  
511780 B Engineering Honours/B Arts  
511760 B Engineering Honours/B Commerce  
511762 B Engineering Honours (Civil)/B Design in Architecture  
511801 B Engineering Honours/B Laws  
511790 B Engineering Honours/B Medical Science  
511784 B Engineering Honours/B Project Management  
511770 B Engineering Honours/B Science  
511785 B Project Management

### **Law**

UAC code Course  
511801 B Commerce/B Laws  
511801 B Economics/B Laws  
511801 B Engineering Honours/B Laws  
511801 B Science/B Laws

### **Medicine and Health**

UAC code Course  
513275 B. Arts/D. Medicine  
512400 B Pharmacy  
512402 B Pharmacy and Management  
513705 B Science/D Dental Medicine  
513720 B Science/D Medicine  
513745 B Science/M Nursing  
513750 B Science (Health)/M Nursing

### **Science**

UAC code Course  
512080 B Science (Medical Science)  
512085 B Psychology  
512040 B Science  
512041 B Science (Health)  
513930 B Science/B Advanced studies  
513911 B Science/B Advanced studies (Dalyell Scholars including Mathematical Sciences)  
513935 B Science/B Advanced studies (Advanced)  
513940 B Science/B Advanced studies (Agriculture)  
513945 B Science/B Advanced studies (Animal and Veterinary Bioscience)  
513950 B Science/B Advanced studies (Food and Agribusiness)  
513920 B Science/B Advanced studies (Health)  
513960 B Science/B Advanced studies (Medical Science)  
513961 B Science/B Advanced studies (Taronga Wildlife Conservation)  
513962 B Science/M Mathematical Sciences  
512099 B Science/M Nutrition and Dietetics  
512101 B Veterinary Biology/D Veterinary Medicine

**Please see the school Careers Adviser or Miss Wise for more information.**



<b>MATHEMATICS FACULTY</b>			
<b>Mathematics - Advanced</b> Preliminary and HSC			<b>ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Mathematics
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$15 plus students will need to purchase a course textbook		
<b>Exclusions</b>	Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or 2 or Mathematics Life Skills course		
<b>Prerequisites</b>	The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the 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 and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships and Properties of Geometrical Shapes.		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
<b>Year 11 Course</b>		<b>Year 12 Course</b>	
Topic: Functions <ul style="list-style-type: none"> <li>Working with Functions</li> </ul> Topic: Trigonometric Functions <ul style="list-style-type: none"> <li>Trigonometry and Measure of Angles</li> <li>Trigonometric Functions and Identities</li> </ul> Topic: Calculus <ul style="list-style-type: none"> <li>Introduction to Differentiation</li> </ul> Topic: Exponential and Logarithmic Functions <ul style="list-style-type: none"> <li>Logarithms and Exponentials</li> </ul> Topic: Statistical Analysis <ul style="list-style-type: none"> <li>Probability and Discrete Probability Distributions</li> </ul>		Topic: Functions <ul style="list-style-type: none"> <li>Graphing Techniques</li> </ul> Topic: Trigonometric Functions <ul style="list-style-type: none"> <li>Trigonometric Functions and Graphs</li> </ul> Topic: Calculus <ul style="list-style-type: none"> <li>Differential Calculus</li> <li>The Second Derivative</li> <li>Integral Calculus</li> </ul> Topic: Financial Mathematics <ul style="list-style-type: none"> <li>Modelling Financial Situations</li> </ul> Topic: Statistical Analysis <ul style="list-style-type: none"> <li>Descriptive Statistics and Bivariate Data Analysis</li> <li>Random Variables</li> </ul>	
<b>What skills will I gain from this subject?</b>			
Use of appropriate logic and algebraic, problem solving and reasoning skills to analyse and solve a given problem.			
<b>What are the most challenging aspects of this subject?</b>			
The high level of abstract thinking/reasoning in Mathematics.			
<b>What are the most rewarding aspects of this subject?</b>			
The personal fulfilment of solving complex problems with the use of logic and reasoning.			
<b>How much practical/theory work will I do in this subject?</b>			
The course is primarily theoretical, however, some practical applications of presented concepts will be considered.			
<b>How will I be assessed in this subject?</b>			
School based assessments for the course will be divided into two equally weighted components namely: Understanding, fluency and communication AND Problem solving, reasoning and justification. In year 11 there will be a three assessment tasks. One of these tasks will be an assignment or investigation style task. In year 12 there can be up to four assessment tasks, one task may be a formal written examination and one task will be an assignment or investigation style task.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
See Prerequisites			
<b>How will this subject help me in the future?</b>			
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.			
<b>Is there any other information?</b>			
Mathematics Advanced is a difficult, high demand course. It is recommended that only those students who have a strong foundation in Mathematics consider studying it.			



# MATHEMATICS FACULTY

<b>Mathematics – EXTENSION 1</b> Preliminary and HSC		<b>ATAR</b>			
<b>How many units?</b>	1	<b>ATAR Category</b>	A		
<b>Course Type</b>	BDC	<b>Faculty</b>	Mathematics		
<b>Work Placement Required</b>	No	<b>Off Site</b>	No		
<b>Anticipated Costs</b>	\$15 plus students will need to purchase a course textbook				
<b>Exclusions</b>	Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or 2 or Mathematics Life Skills course.				
<b>Prerequisites</b>	The course assumes that students have achieved the outcomes of 5.3 Mathematics, including the optional substrands Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry.				
<b>Compulsory Excursions</b>	No				
<b>What will I be learning in this subject?</b>					
<p>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:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Preliminary Course</b>  Topic: Functions <ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> </ul> Topic: Trigonometric Functions <ul style="list-style-type: none"> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Identities</li> </ul> Topic: Calculus <ul style="list-style-type: none"> <li>• Rates of Change</li> </ul> Topic: Combinatorics <ul style="list-style-type: none"> <li>• Working with Combinatorics</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>HSC Course</b>  Topic: Proof <ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> </ul> Topic: Vectors <ul style="list-style-type: none"> <li>• Introduction to Vectors</li> </ul> Topic: Trigonometric Functions <ul style="list-style-type: none"> <li>• Trigonometric Equations</li> </ul> Topic: Calculus <ul style="list-style-type: none"> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> </ul> Topic: Statistical Analysis <ul style="list-style-type: none"> <li>• The Binomial Distribution</li> </ul> </td> </tr> </table>				<b>Preliminary Course</b> Topic: Functions <ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> </ul> Topic: Trigonometric Functions <ul style="list-style-type: none"> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Identities</li> </ul> Topic: Calculus <ul style="list-style-type: none"> <li>• Rates of Change</li> </ul> Topic: Combinatorics <ul style="list-style-type: none"> <li>• Working with Combinatorics</li> </ul>	<b>HSC Course</b> Topic: Proof <ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> </ul> Topic: Vectors <ul style="list-style-type: none"> <li>• Introduction to Vectors</li> </ul> Topic: Trigonometric Functions <ul style="list-style-type: none"> <li>• Trigonometric Equations</li> </ul> Topic: Calculus <ul style="list-style-type: none"> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> </ul> Topic: Statistical Analysis <ul style="list-style-type: none"> <li>• The Binomial Distribution</li> </ul>
<b>Preliminary Course</b> Topic: Functions <ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> </ul> Topic: Trigonometric Functions <ul style="list-style-type: none"> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Identities</li> </ul> Topic: Calculus <ul style="list-style-type: none"> <li>• Rates of Change</li> </ul> Topic: Combinatorics <ul style="list-style-type: none"> <li>• Working with Combinatorics</li> </ul>	<b>HSC Course</b> Topic: Proof <ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> </ul> Topic: Vectors <ul style="list-style-type: none"> <li>• Introduction to Vectors</li> </ul> Topic: Trigonometric Functions <ul style="list-style-type: none"> <li>• Trigonometric Equations</li> </ul> Topic: Calculus <ul style="list-style-type: none"> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> </ul> Topic: Statistical Analysis <ul style="list-style-type: none"> <li>• The Binomial Distribution</li> </ul>				
<b>What skills will I gain from this subject?</b>					
Students will develop both logical and analytical skills as part of this course. They will gain an understanding to obtain realistic solutions to problems and utilise mathematical techniques to resolve problems within a practical context. The course will enable students with a proven approach resolving problems requiring complex and abstract mathematics with a positive, inquiring and self-assured attitude.					
<b>What are the most challenging aspects of this subject?</b>					
The subject requires high level of abstract thinking and reasoning in Mathematics to gain a holistic understanding of the overall syllabus and build skills across various mathematical applications.					
<b>What are the most rewarding aspects of this subject?</b>					
Students will develop in depth understanding of relevance of Mathematics in fields of Science and Commerce and application of appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems.					
<b>How much practical/theory work will I do in this subject?</b>					
Mathematics Extension 1 is predominately a theory subject.					
<b>How will I be assessed in this subject?</b>					
School based assessments for the course will be divided into two equally weighted components namely: Understanding, fluency and communication AND Problem solving, reasoning and justification. In year 11 there will be a three assessment tasks. One of these tasks will be an assignment or investigation style task. In year 12 there can be up to four assessment tasks, one task may be a formal written examination and one task will be an assignment or investigation style task.					
<b>What background knowledge and skills will I require to be successful in this subject?</b>					
See Prerequisites					
<b>How will this subject help me in the future?</b>					
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.					
<b>Is there any other information?</b>					
Extension 1 Mathematics is a difficult, high demand course. It is recommended that only those students who have a strong foundation in Mathematics consider studying it.					



<b>MATHEMATICS FACULTY</b>			
<b>Mathematics – EXTENSION 2</b>			<b>ATAR</b>
<b>How many units?</b>	1	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Mathematics
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$15 plus students will need to purchase a course textbook		
<b>Exclusions</b>	Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or 2 and Mathematics Life Skills course.		
<b>Prerequisites</b>	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.		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
<p>The subject is designed for students with a special interest in mathematics and would like to develop better understanding and appreciation of the usefulness of mathematics.</p> <p>This course includes the entire Mathematics Advanced and Mathematics Extension 1 course and further, in-depth study of each of the topics in that course. Additional topics covered are: Proof, Vectors, Complex Numbers, Calculus, Mechanics.</p>			
<b>What skills will I gain from this subject?</b>			
<p>Students will develop both logical and analytical skills as part of this course. They will gain an understanding to obtain realistic solutions to problems and utilise mathematical techniques to resolve problems within a practical context. The course will enable students with a proven approach resolving problems requiring complex and abstract mathematics with a positive, inquiring and self-assured attitude.</p>			
<b>What are the most challenging aspects of this subject?</b>			
<p>The subject requires high level of abstract thinking and reasoning in Mathematics to gain a holistic understanding of the overall syllabus and build skills across various mathematical applications.</p>			
<b>What are the most rewarding aspects of this subject?</b>			
<p>This syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.</p>			
<b>How much practical/theory work will I do in this subject?</b>			
<p>Mathematics Extension 2 is predominately a theory subject.</p>			
<b>How will I be assessed in this subject?</b>			
<p>School based assessments for the course will be divided into two equally weighted components namely: Understanding, fluency and communication AND Problem solving, reasoning and justification. In year 11 there will be a three assessment tasks. One of these tasks will be an assignment or investigation style task. In year 12 there can be up to four assessment tasks, one task may be a formal written examination and one task will be an assignment or investigation style task.</p>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>Students who succeed at this level have excelled in Extension 1 Mathematics</p>			
<b>How will this subject help me in the future?</b>			
<p>Enables students to develop a strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Provides opportunities for students 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. Provide 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 a 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.</p>			
<b>Is there any other information?</b>			
<p>Extension 2 Mathematics is a difficult, high demand course. It is recommended that only those students who have a strong foundation in Mathematics Extension 1 consider studying it.</p>			





<b>MATHEMATICS FACULTY</b>			
<b>Mathematics Standard Preliminary</b>			<b>ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Mathematics
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$15 plus students will need to purchase a course textbook		
<b>Exclusions</b>	Students may <b>not</b> 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. Students who have followed the Mathematics Standard 1 pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.		
<b>Prerequisites</b>	The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the 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, some content from Equations and some content from Probability.		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
<p>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 or the Mathematics Standard 2 Year 12 course.</p> <p>The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Topics and Subtopics are: Algebra - Formulae and Equations and Linear Relationships, Measurement - Applications of Measurement and Working with Time, Financial Mathematics - Money Matters, Statistical Analysis - Data Analysis and Relative Frequency and Probability.</p>			
<b>What skills will I gain from this subject?</b>			
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.			
<b>How will I be assessed in this subject?</b>			
School based assessments for the course will be divided into two equally weighted components namely: Understanding, fluency and communication AND Problem solving, reasoning and justification. In year 11 there will be a three assessment tasks. One of these tasks will be an assignment or investigation style task. In year 12 there can be up to four assessment tasks, one task may be a formal written examination and one task will be an assignment or investigation style task.			
<b>How will this subject help me in the future?</b>			
<p>The study of Mathematics Standard in Stage 6:</p> <p>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.</p>			



MATHEMATICS FACULTY			
Mathematics Standard 2 (HSC)		ATAR	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Mathematics
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$15 plus students will need to purchase a course textbook		
<b>Exclusions</b>	Students may <b>not</b> 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. Students who have followed the Mathematics Standard 1 pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.		
<b>Prerequisites</b>	<p>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 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:</p> <ul style="list-style-type: none"> <li>• Area and surface area</li> <li>• Financial mathematics</li> <li>• Linear relationships</li> <li>• Non-linear relationships</li> <li>• Right-angled triangles (Trigonometry)</li> <li>• Single variable data analysis</li> <li>• Volume</li> <li>• some content from Equations</li> <li>• some content from Probability.</li> </ul>		
<b>Compulsory Excursions</b>	No		
<p><b>How will I be assessed in this subject?</b>            All students studying the Mathematics Standard 2 course will sit for an HSC examination. School based assessments for the course will be divided into two equally weighted components namely: Understanding, fluency and communication AND Problem solving, reasoning and justification. In year 12 there can be up to four assessment tasks, one task may be a formal written examination and one task will be an assignment or investigation style task.</p>			
<p><b>What skills will I gain from this subject?</b>            The Mathematics Standard 2 Year 12 course content includes the same four Topics studied in year 11 and the additional Topic of Networks. The Topics and Subtopics are: Algebra - Types of Relationships, Measurement - Non-right-angled Trigonometry and Rates and Ratios, Financial Mathematics - Investments and Loans and Annuities, Statistical Analysis - Bivariate Data Analysis and The Normal Distribution, Networks - Network Concepts and Critical Path Analysis.</p>			



MATHEMATICS FACULTY			
Mathematics Standard 1 (HSC)		ATAR	
<b>How many units?</b>	2	<b>ATAR Category</b>	B
<b>Course Type</b>	BDC	<b>Faculty</b>	Mathematics
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$15 plus students will need to purchase a course textbook		
<b>Exclusions</b>	Students may not study any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.		
<b>Prerequisites</b>	Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 will be identified by your teachers.		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are: Algebra - Types of Relationships, Measurement - Right-angled Triangles, Rates and Scale Drawings, Financial Mathematics – Investment and Depreciation and Loans, Statistical Analysis - Further Statistical Analysis, Networks - Networks and Paths.			
<b>How much practical/theory work will I do in this subject?</b>			
This subject is mostly based on theory; hands on approach and practical activities are undertaken where appropriate.			
<b>How will I be assessed in this subject?</b>			
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. School based assessments for the course will be divided into two equally weighted components namely: Understanding, fluency and communication AND Problem solving, reasoning and justification. In year 12 there can be up to four assessment tasks, one task may be a formal written examination and one task will be an assignment or investigation style task. Students will be awarded a grade by the school.			
<b>What skills will I gain from this subject?</b>			
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:			
<ul style="list-style-type: none"> <li>▪ enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>▪ 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</li> <li>▪ provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.</li> </ul>			



<b>CREATIVE AND PERFORMING ARTS FACULTY</b>			
<b>Dance</b>		<b>ATAR</b>	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	CAPA
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary Course: \$50.00; HSC Course: \$50.00 <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	Students should be taking dance classes outside of school in order to have basic dance techniques.		
<b>Compulsory Excursions</b>	Yes		
<b>What will I be learning in this subject?</b>			
The Dance course provides students with the opportunity to study dance as an art form based on the three interrelated components of Performance, Composition and Appreciation. Students learn about the skills required to physically prepare the body to dance and will be required to demonstrate their knowledge, skills and understanding in regular performances, creation of their own works and written responses. Students will learn about the theories, principles, processes and practices of dance. They are required to demonstrate their knowledge, skills and understanding by creating and developing a personal response that communicates the intent of works. Students learn about seminal artists and their dances, and how they have contributed to the development of dance. Students will also need to create verbal presentations that display their knowledge of performance and composition.			
<b>What skills will I gain from this subject?</b>			
Students will gain the tools needed for self-motivation as well as the ability to refine their communication skills in a supportive environment. Students will also further develop their dance technique, in order to perform movements that are both safe and aesthetically pleasing.			
<b>What are the most challenging aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• The volume of content that needs to be learned</li> <li>• Being motivated to regularly practise dance skills outside of class time to develop and maintain fitness</li> <li>• Being motivated to complete their own dance works and teach them to another student from the school for assessment. (HSC requirement)</li> <li>• The time allocated to not only the practical component but learning the theory to support their knowledge.</li> </ul>			
<b>What are the most rewarding aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• Developing the body as an instrument for communication and as a work of art</li> <li>• Creating their own works and seeing them fulfilled from conception to performance</li> <li>• Being able to understand the movement and processes of the body, as well as dance kinesiology</li> <li>• Gaining the correct knowledge to express themselves physically, verbally and written tasks.</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
This is an interrelated subject with 60% focus on practical tasks, and 40% focus on theory.			
<b>How will I be assessed in this subject?</b>			
You will be assessed through <ul style="list-style-type: none"> <li>• oral presentations</li> <li>• process diary</li> <li>• practical performance/presentation</li> <li>• written responses</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
The breadth of the course allows for those who have studied Dance in Stage 5, outside of school or not at all. It is strongly recommended that students participate in some form of external dance training to enhance the physical development of dance technique and performance quality. It will also help them to further their kinaesthetic awareness and their ability to dance safely.			
<b>How will this subject help me in the future?</b>			
The study of Dance provides students with knowledge, understanding and skills that form a valuable foundation for a range of post school possibilities such as, dancing as a professional, teaching, choreography or owning a dance related business. This subject will work closely with PDHPE to build the students' knowledge of the body and the correct terminology. Students will study an anatomical component which will help them to prepare the correct language when creating verbal presentations.			
<b>Is there any other information?</b>			
If you have any further questions, ask the Dance teacher, or the Head Teacher of CAPA, Mrs Vasilescu			



## CREATIVE AND PERFORMING ARTS FACULTY

Drama		ATAR	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Creative and Performing Arts
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary Year: \$50 HSC: \$50 <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	Theatre visits and/or workshops on HSC texts and topics. Excursions will be conducted, at the student's own expense, where appropriate to the course.		
<b>What will I be learning in this subject?</b>			
<p>Students in Drama study the practices of Making, Performing and Critically Studying through collaborative and individual experiences.</p> <p><u>Preliminary Course</u> consists of a variety of practical experiences and written responses in improvisation, play-building and acting, elements of production, study of theatrical traditions and performance styles.</p> <p><u>HSC Course</u> consists of: 1. Written Examination on theoretical study through practical experience of themes, issues, styles and traditions of theatre of Australian Drama and Theatre, and one of various Studies in Drama and Theatre</p> <p>2. Group-Devised Performance of a piece of original theatre (8-12 minutes duration) devised by groups of 3-6 students. It provides a valuable opportunity for each student to display his or her performance skills and his/her ability to collaborate with others as an ensemble.</p> <p>3. Individual Project allowing each student to demonstrate their expertise in a particular area. They choose from areas such as Performance, or Design, or Script-writing, or Video Drama.</p>			
<b>What skills will I gain from this subject?</b>			
Communication, Collaboration, Confidence.			
<b>What are the most challenging aspects of this subject?</b>			
Working with others and performing for an audience.			
<b>What are the most rewarding aspects of this subject?</b>			
Learning about one self and others, developing lasting relationships with colleagues through collaborative learning, learning by doing			
<b>How much practical/theory work will I do in this subject?</b>			
60% Practical 40% Theory (Theory and Practice are synthesised)			
<b>How will I be assessed in this subject?</b>			
Three assessment tasks for Year 11, four tasks in Year 12, combining practical and written components.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>A willingness to explore, discover, accept, and attempt experiences outside your comfort zone.</p> <p>Commitment to working with others, but also the ability to work independently.</p> <p>Willingness to work in your own time and attend theatre performances outside of school hours.</p> <p>Willingness to perform solo in front of an audience in scripted and unscripted exercises.</p> <p>It is recommended students have studied Drama in years 9 &amp; 10 or have spoken to HT CAPA regarding performance expectations.</p>			
<b>How will this subject help me in the future?</b>			
Develop your skills in communication, in being a team player, and in being a creative thinker. A perfect employee for any job.			
<b>Is there any other information?</b>			
If you have any further questions, ask the Drama teacher or Head Teacher CAPA, Mrs Vasilescu			



CREATIVE AND PERFORMING ARTS FACULTY			
Music 1		ATAR	
How many units?	2	ATAR Category	A
Course Type	BDC	Faculty	Creative and Performing Arts
Work Placement Required	No	Off Site	No
Anticipated Costs	\$40 per year <i>Figures are approximations and are subject to change.</i>		
Exclusions	No		
Prerequisites	Competent technical skill in vocals or an instrument.		
Compulsory Excursions	TBA		
<b>What will I be learning in this subject?</b>			
<p>In both the Preliminary and HSC courses, students will learn more thoroughly about the concepts of music by engaging in the learning experiences of composition, performance and listening.</p> <p>Six topics are covered in Stage 6 and <i>may</i> include Australian Music, Popular Music, Music for Radio, Film, Television and Multimedia or Music of a Culture.</p> <p>In the HSC course three electives are chosen from any combination of performance and/or composition and/or musicology.</p>			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• An ability to listen to and analyse a piece of music from any genre or style</li> <li>• An appreciation for music of which you are not familiar</li> <li>• The confidence to perform in front of others</li> <li>• The ability to work as a team member and an individual</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• Accommodating constructive feedback in performance</li> <li>• Efficiently utilising practice time</li> <li>• Being organised and disciplined in performance preparation</li> <li>• Performing on a regular basis for the school and community</li> <li>• Listening to music without talking.</li> </ul>			
<b>What are the most rewarding aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• Performing</li> <li>• Group work</li> <li>• Composing pieces</li> <li>• Furthering your composition, performance or listening skills in your elective choices</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
<ul style="list-style-type: none"> <li>• Core Performance – 20%</li> <li>• Aural Skills - 30%</li> <li>• Electives – 20% each (x3)                      NB: Core Performance &amp; Electives will be converted from 80% to 70%.</li> </ul>			
<b>How will I be assessed in this subject?</b>			
<ul style="list-style-type: none"> <li>• Performance, listening, musicology and composition tasks</li> <li>• Yearly Preliminary aural and performance exams and Trial HSC in Year 12.</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>In order to complete this course successfully, it is very important that you can play an instrument OR sing competently.</p>			
<b>How will this subject help me in the future?</b>			
<p>Students can further their music education in a number of courses offered at University or TAFE and pursue a career in the academic field, music industry, performance, composition or teaching. Just Google 'careers in music' or visit your friendly Careers Advisor!</p>			
<b>Is there any other information?</b>			
<p>Electives involve:</p> <ul style="list-style-type: none"> <li>• Performance elective = one piece</li> <li>• Composition = one submitted work (and a process diary)</li> <li>• Musicology = one viva voce</li> </ul> <p>It is not essential to have done Stage 5 Music, however the standard of performance is greater than beginner level guitar or keyboard in Stage 4. Private tuition is not essential but is strongly recommended.</p> <p>For more information see the Music teacher or CAPA Head Teacher, Mrs Vasilescu</p>			





<b>CREATIVE AND PERFORMING ARTS FACULTY</b>			
<b>Photography, Video and Digital Imaging</b>			<b>NON ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	CEC	<b>Faculty</b>	Creative and Performing Arts
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$80 per year <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	Projects developed for assessment in this subject cannot be used in full or part for assessment in another subject.		
<b>Prerequisites</b>	Nil		
<b>Compulsory Excursions</b>	TBA		
<b>What will I be learning in this subject?</b>			
Photography, Video and Digital Imaging (PVDI) offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. PVDI acknowledges that traditionally accepted boundaries of photography are changing as a consequence of digital technologies.			
<b>What skills will I gain from this subject?</b>			
The course is predominantly practical and incorporates the traditional aspects of wet photography and exploration of contemporary video, film making and digital imaging.			
<b>What are the most challenging aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• Accommodating constructive feedback in artmaking</li> <li>• Efficiently utilising practical time</li> <li>• Being organised and disciplined in portfolio preparation</li> <li>• Exhibiting on a regular basis for the school and community</li> </ul>			
<b>What are the most rewarding aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• Artmaking</li> <li>• Group work</li> <li>• Composing pieces</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
<ul style="list-style-type: none"> <li>• Making – 70%</li> <li>• Critical and Historical Studies - 30%</li> </ul>			
<b>How will I be assessed in this subject?</b>			
<ul style="list-style-type: none"> <li>• Student assessment is based on coursework, research tasks and a journal of still and moving images.</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
PVDI complements studies undertaken in 2 Unit Visual Arts and 2 Unit Visual Design			
<b>How will this subject help me in the future?</b>			
PVDI will support students in developing a commitment to and capacity for lifelong learning. This may lead to post-school study at university or TAFE, or vocational training.			
<b>Is there any other information?</b>			
It is not essential to have done Stage 5 Visual Arts or PDM. For more information see the CAPA Head Teacher, Mrs Vasilescu			



## CREATIVE AND PERFORMING ARTS FACULTY

Visual Arts		ATAR	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Creative and Performing Arts
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary - \$75 HSC - \$90 plus extra costs for extra art media for HSC Body of Work <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	The following excursions are at the students expense Art Express at NSW Art Gallery.		
<b>What will I be learning in this subject?</b>			
In Year 11 all students are presented with a range of experiences in which to explore diverse art making practices and investigate associated historical and critical studies. Art making experiences are offered in the Drawing, Painting, Printmaking and Sculpture. In Year 12, each student must design and develop their own art making practice and produce a Body of Work in a selected media and through researching the art practice of a wide selection of artists.			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• Problem solving</li> <li>• Skills and techniques connected to selected art making practices</li> <li>• Ability for independent research</li> <li>• Collation of information</li> <li>• Image analysis</li> <li>• Essay writing</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• Learning new skills</li> <li>• Making artworks</li> <li>• Communicating a message to the audience</li> <li>• Learning about the practices of other artists</li> <li>• Working in your own art practice</li> </ul>			
<b>What are the most rewarding aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• Learning new skills</li> <li>• Making artworks</li> <li>• Communicating a message to the audience</li> <li>• Learning about the practices of other artists</li> <li>• Working in your own art practice</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
<b>Practical= 50% and Theory = 50%</b>			
<b>How will I be assessed in this subject?</b>			
Year 11: Three formal assessment tasks including practical work portfolios and 2 examinations. In class writing tasks related to topics studied will occur throughout the year's study.  Year 12: Four formal assessment tasks including practical work portfolios (body of work) and 2 examinations. In class writing tasks related to topics studied will occur throughout the year's study and the HSC external examination.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Commitment to achieving your best, an interest in the subject and motivation.			
<b>How will this subject help me in the future?</b>			
Studying Visual Arts improves and extends your lateral thinking skills and allows you to apply yourself to a wide variety of tertiary courses and professions. There are well over 200+ associated professions and careers that require or are enhanced by a Visual Arts background. *For information on professions and careers visit <a href="http://www.khake.com/page42.html">www.khake.com/page42.html</a> applicable in Australia as well as overseas.			
<b>Is there any other information?</b>			
For more information see CAPA Head Teacher, Mrs Vasilescu			



<b>CREATIVE AND PERFORMING ARTS FACULTY</b>			
<b>Visual Design</b>		<b>NON ATAR</b>	
<b>How many units?</b>	2	<b>ATAR Category</b>	NON ATAR
<b>Course Type</b>	CEC	<b>Faculty</b>	Creative and Performing Arts
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary \$60 HSC \$60 Plus portfolio and visual design process diary for each year <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	Excursions will be conducted, at the student's own expense, where appropriate to the course.		
<b>What will I be learning in this subject?</b>			
This course provides students with opportunities to design and make images and objects which are aesthetically appealing in appearance and with a utilitarian function. Students are challenged to solve functional design problems through imaginative and innovative approaches to design. Students learn about the practices of graphic, wearable, product and interior/exterior designers in contemporary societies.			
<b>What skills will I gain from this subject?</b>			
Students learn to appreciate design works, to research a range of information and to represent their ideas in a range of design techniques and works. Students learn the practices of graphic design publications, photography, digital media, wearable and textiles, body adornments and packaging.			
<b>What are the most challenging aspects of this subject?</b>			
Commitment to solve design problems and researching other designers for new ideas and inspiration for own design work.			
<b>What are the most rewarding aspects of this subject?</b>			
Learning new techniques and practices to make designed works; making imaginative and interesting designed works and learning about designers.			
<b>How much practical/theory work will I do in this subject?</b>			
Designing and Making = <b>70%</b> Design studies = <b>30%</b>			
<b>How will I be assessed in this subject?</b>			
Three formal assessment tasks in Year 11 and four formal assessment tasks in Year 12 including Design portfolios including the making of the designed objects and visual design diary and at least 1 written examination.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
An interest in making designed objects, ability to initiate independent research and motivation.			
<b>How will this subject help me in the future?</b>			
There are many professions and careers that require, or are enhanced by, the study of Visual Design. Visit the link to find out careers and jobs in photography <a href="http://www.khake.com/page42.html">www.khake.com/page42.html</a> applicable in Australia as well as overseas. Knowledge in design is a life long skill and learning how to create and understand products is invaluable.			
<b>Is there any other information?</b>			
Visual Design students are given cross accreditation in some TAFE courses. Visual Design enhances the portfolio work required for entry interviews for tertiary courses at universities. For more information see the CAPA Head Teacher, Mrs Vasilescu			



<b>HSIE FACULTY</b>			
<b>Ancient History</b>			<b>ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	HSIE
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Year 11 Course: \$30.00 plus textbook Year 12 Course: \$30.00 plus textbooks <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
Ancient History provides students with the opportunities to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour. The study of Ancient History is an inquiry into past experiences that helps make the present more intelligible. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.			
<b>What skills will I gain from this subject?</b>			
It allows students to develop and apply the research skills and methodologies of the historian and archaeologist. It equips students to interpret and critically examine primary material and to communicate ideas in a logical and supported manner.			
<b>What are the most challenging aspects of this subject?</b>			
The volume of content that needs to be learned Structuring logical, coherent and sustained responses to particular questions Being motivated to read widely on the topics to develop a deep understanding of the concepts associated with the topic.			
<b>What are the most rewarding aspects of this subject?</b>			
Exploring the past and developing the ability to formulate your own ideas and opinions. The variety of topics			
<b>How much practical/theory work will I do in this subject?</b>			
There is little practical work in this subject.			
<b>How will I be assessed in this subject?</b>			
You will be assessed through <ul style="list-style-type: none"> <li>• oral presentations,</li> <li>• research</li> <li>• source analysis</li> <li>• formal examinations</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
The skills developed in Stage 5 History continue to be developed in Stage 6 senior History, though good written communication skills would be an asset			
<b>How will this subject help me in the future?</b>			
The study of Ancient History provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.			
<b>Is there any other information?</b>			
If you have any further questions, ask the HSIE Head Teacher, Mrs McHardy.			



<b>HSIE FACULTY</b>			
<b>Business Studies</b>		<b>ATAR</b>	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	HSIE
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary Course: \$30.00 plus textbook HSC Course: \$30.00 plus textbooks <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
Contemporary business issues and case studies are analysed and students apply their knowledge of business strategies to recommend solutions to problems encountered in the business environment. Students will examine the influences on business success and will think critically about business goals and the importance of operating in socially and ethically responsible ways.			
<b>What skills will I gain from this subject?</b>			
Business Studies aims to develop the following skills:			
<ul style="list-style-type: none"> <li>• investigate, analyse, synthesise and evaluate business information and issues from a variety of perspectives</li> <li>• communicate business information and issues using appropriate formats</li> <li>• apply mathematical concepts appropriate to business situations</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
The understanding of Accounting and Interpretation of Financial Reports. Staying up to date with current business events.			
<b>What are the most rewarding aspects of this subject?</b>			
Knowledge gained about the real business world, basic book keeping skills and the development of report writing skills			
<b>How much practical/theory work will I do in this subject?</b>			
Investigation of current business events using different media. There is scope for an excursion for the Marketing topic. Business Studies involves the understanding of theory but it is applied to relevant examples and case studies.			
<b>How will I be assessed in this subject?</b>			
You will be assessed through:			
<ul style="list-style-type: none"> <li>• Research tasks and writing tasks</li> <li>• Calculations and Financial Analysis</li> <li>• Formal Examination</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Some background Business knowledge from Commerce would be helpful but it is not a prerequisite			
<b>How will this subject help me in the future?</b>			
Business Studies gives students an understanding of how a business operates and it also helps to develop basic accounting skills. There is a range of tertiary education options including degrees in Commerce and Business. Job opportunities will be helped by the studying of Business Studies in areas such as Small Business, Marketing and Human Resource Management.			
<b>Is there any other information?</b>			
If you have any further questions, ask the HSIE Head Teacher, Mrs McHardy.			



<b>HSIE FACULTY</b>			
<b>Economics</b>		<b>ATAR</b>	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	HSIE
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary Course: \$30.00 plus textbook HSC Course: \$35.00 plus textbooks <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
<p>Discussion of economic issues dominates the media and politics. Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. Economics provides understanding for students about many aspects of the economy and its operation which are frequently reported on in the media. It investigates issues such as changing interest rates, the value of the Australian dollar, fluctuations in global economics and how these impact on individuals in society.</p>			
<b>What skills will I gain from this subject?</b>			
<p>Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>			
<b>What are the most challenging aspects of this subject?</b>			
<p>A large amount of what is learned will be different to junior courses and involves learning the technical language of the subject.                      The need to keep up to date with current developments in the Australian and global economies.</p>			
<b>What are the most rewarding aspects of this subject?</b>			
<p>Making sense of the complexities of our economic world – realising that it is not that hard after all, but that most people don't understand it!</p>			
<b>How much practical/theory work will I do in this subject?</b>			
<p>This course is mostly theory.</p>			
<b>How will I be assessed in this subject?</b>			
<p>Assessment will be through research tasks, written and oral presentations and formal examinations.</p>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>There is no assumed knowledge for Economics, but a willingness to work hard, think about issues and express ideas in class discussion and in writing is essential.</p>			
<b>How will this subject help me in the future?</b>			
<p>Students will benefit if they engage in studies or careers that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies. The study of Economics provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.</p>			
<b>Is there any other information?</b>			
<p>If you have any further questions, ask the HSIE Head Teacher, Mrs McHardy.</p>			





<b>GEOGRAPHY</b>			
<b>Geography</b>			<b>ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	HSIE
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary Course \$30.00 plus textbook HSC Course: \$30.00 plus textbook		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	Stage 5 Mandatory Geography		
<b>Compulsory Excursions</b>	Fieldwork is a compulsory element in both the Preliminary and HSC courses.		
<b>What will I be learning in this subject?</b>			
Students examine the varied character of the earth and its people and how they interact to create change in our world. Both ecological and spatial dimensions help to understand how people interact differently with environments in different places. The topics cover natural, cultural, social, political and economic issues faced by the contemporary world to create informed citizens. Fieldwork and case studies are combined with theory to demonstrate the relevance of Geography to everyone.			
<b>What skills will I gain from this subject?</b>			
Develop knowledge and understanding of the characteristics and spatial distribution of environments. Develop skills to:			
<ul style="list-style-type: none"> <li>• plan and investigate</li> <li>• conduct fieldwork</li> <li>• work in teams</li> <li>• problem solve</li> <li>• work mathematically – interpreting maps, analyse graphs and statistics</li> <li>• and communicate geographically</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
Development of essay skills as the Higher School Certificate Examination is in this format. The Senior Geography Project for the Preliminary course involves planning inquiry methodologies and communicating this information in a choice of ways.			
<b>What are the most rewarding aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• Undertaking the Senior Geography Project on a geographic subject they are passionate about and conducting their own primary research to support their findings.</li> <li>• The study of international geographic issues and choice of options in Preliminary &amp; HSC course</li> <li>• The development of Geography skills such as interpreting maps and fieldwork.</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
Real world case studies are integrated into the theory. Students are also encouraged to draw on own experiences of the world around them. A practical element of fieldwork is mandatory, accounting for 10% of the time spent in each of the Year 11 and Year 12 courses.			
<b>How will I be assessed in this subject?</b>			
Students are assessed on:			
<ul style="list-style-type: none"> <li>• Research Assignments and writing tasks including paragraph answers and essays</li> <li>• Fieldwork Reports</li> <li>• Examinations that include multiple choice and skills components, short answers and extended responses (where students write approximately 1000 word answers)</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Minimal background knowledge, but Geography skills and fieldwork is built upon from the Stage 5 course.			
<b>How will this subject help me in the future?</b>			
There is a range of job opportunities and tertiary education options for Geography. Geography can be taken as a major study in Arts, Education and Science degrees. Geography skills can be utilised in a variety of jobs including the media, environmental & management, forestry, mining, engineering and urban planning.			
<b>Is there any other information?</b>			
Students should consider that the Preliminary and Higher School Certificate Geography course is vastly different to the Stage 4 course. If you have any further questions, ask the HSIE Head Teacher, Mrs McHardy.			



<b>HSIE FACULTY</b>			
<b>History <u>EXTENSION</u></b>			<b>ATAR</b>
<b>How many units?</b>	1	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	HSIE
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Year 12 Course: \$30.00 <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	Students must be studying the Year 12 course in Modern &/or Ancient History		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part 1 of the course, students investigate the question 'What is history?' through readings and through one case study. In Part II, students design, undertake and communicate their own historical inquiry.			
<b>What skills will I gain from this subject?</b>			
It allows students to gain and use skills in research methodologies. It promotes critical thinking and self-discipline while encouraging confidence and responsibility.			
<b>What are the most challenging aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• the Independent Research Assignment</li> <li>• higher order thinking</li> <li>• a large amount of reading and independent work in your own time</li> <li>• the philosophical/abstract nature of the course</li> </ul>			
<b>What are the most rewarding aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• expands ways of thinking</li> <li>• allows for a development of a more mature approach to independent work</li> <li>• strengthens essay writing</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
Much of the course work is theory, but the History Project requires students to conduct and present their own research and is a very important component of the course.			
<b>How will I be assessed in this subject?</b>			
School assessment consists of an exam and a History Project (an original piece of historical investigation by the student which includes a Proposal, Essay, Annotated Bibliography and Process Log).			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
It is expected that students who undertake this course will have achieved at a high level in the Ancient or Modern History Year 11 courses.			
<b>How will this subject help me in the future?</b>			
History Extension provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions			
<b>Is there any other information?</b>			
<p><b>For Year 12 Only.</b> This course is available to those students who are recommended by their Ancient History or Modern History teacher. It is likely that some or all of the lessons will be run outside normal school hours.</p> <p>If you have any further questions, ask the HSIE Head Teacher, Mrs McHardy.</p>			



<b>HSIE FACULTY</b>			
<b>Legal Studies</b>			<b>ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	HSIE
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary Course: \$30.00 plus textbook HSC Course: \$30.00 plus textbooks <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	Visit to courts (local & or district) in Parramatta may be organised		
<b>What will I be learning in this subject?</b>			
<p>The course focuses on features of the law, how it is made and its operation in Australian and international contexts. Contemporary examples will be used to inform students on the legal system, their rights and responsibilities, the reforms to reflect changing values in order to achieve justice. Students will examine issues and topics that have direct bearing on their lives and how they fit into society, including technology, human rights and crime. In the Year 12 Course, students will have a choice of options to study.</p>			
<b>What skills will I gain from this subject?</b>			
<p>The skills that can be gained include the development of an understanding of the implications that legal decisions can have and the ways in which the legal system can affect lives. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.</p>			
<b>What are the most challenging aspects of this subject?</b>			
<p>The level of analysis and evaluation required to answer essay questions is challenging. The course involves learning legislation, court cases and legal documents and then applying them to course content. Keeping up with current events is essential.</p>			
<b>What are the most rewarding aspects of this subject?</b>			
<p>The course will assist in the development of students' knowledge of their basic legal rights and responsibilities in a broad selection of contexts which appeal to their interests. Students can investigate contemporary issues that illustrate how the law operates in practice.</p>			
<b>How much practical/theory work will I do in this subject?</b>			
<p>This course involves theory work. It involves essay writing, research, analysis, evaluation and synthesis of course material, contemporary issues and themes.</p>			
<b>How will I be assessed in this subject?</b>			
<p>Assessment in this course involves three assessment tasks in the Preliminary and four assessment tasks in the HSC Course. Assessment will include:</p> <ul style="list-style-type: none"> <li>• Research and writing tasks- paragraph answers and essays</li> <li>• Formal examinations which include multiple choice, short answer and extended response questions (where students write approximately 800-1000 words for each long response).</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>Skills that are useful include being able to analyse information from legal sources, make informed judgements, think critically and objectively, communicate effectively and be able to research. A good command of English and grammar are also useful.</p>			
<b>How will this subject help me in the future?</b>			
<p>This subject is an excellent preparation for life, through the study of the legal system, its principles, structures, institutions and processes. It enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. It develops civics and good citizenship.</p>			
<b>Is there any other information?</b>			
<p>If you have any further questions, ask the HSIE Head Teacher, Mrs McHardy.</p>			



<b>HSIE FACULTY</b>			
<b>Modern History</b>			<b>ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	HSIE
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Year 11 Course: \$30.00 plus textbook Year 12 Course: \$30.00 plus textbooks <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
<p>The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.</p>			
<b>What skills will I gain from this subject?</b>			
<p>Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them. The study of Modern History requires students to understand and use historical concepts and apply skills in their investigation of people, ideas, movements, events and developments of the modern world within personal, local, national, regional and global contexts. Students are introduced to the complexities associated with the changing nature of sources, their expanding quantity, range and form, and the distinctive characteristics of modern historical representation.</p>			
<b>What are the most challenging aspects of this subject?</b>			
<p>Being motivated to read widely on the topics to develop a deep understanding of the concepts associated with the topic. Keeping on top of the content and being up to date with your revision.</p>			
<b>What are the most rewarding aspects of this subject?</b>			
<p>The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.</p>			
<b>How much practical/theory work will I do in this subject?</b>			
<p>There is little practical work in this subject.</p>			
<b>How will I be assessed in this subject?</b>			
<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• research tasks/investigations</li> <li>• source analysis</li> <li>• essay writing</li> <li>• formal examinations</li> </ul>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>A sense of adventure and a willingness to challenge yourself and not be a complacent learner. The skills developed in Stage 5 continue to be developed in Stage 6 senior History, though good written communication skills would be an asset.</p>			
<b>How will this subject help me in the future?</b>			
<p>Students develop transferable skills associated with the process of historical inquiry and dealing with the provisional nature of historical evidence and arguments. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding, from the close study of people and events to the analysis and interpretation of broader developments that have shaped the modern world.</p>			
<b>Is there any other information?</b>			
<p>If you have any further questions, ask the HSIE Head Teacher, Mrs McHardy.</p>			



<b>HSIE FACULTY</b>			
<b>Society and Culture</b>			<b>ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	HSIE
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary Course: \$30.00 plus textbook (covers both preliminary and HSC courses) HSC Course: \$30.00 <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
Society & Culture is about the interactions of people as part of their society and culture, in their environment, through time. It is the study of human behaviour, how we operate as individuals and function in groups in both Australia and other cultures. The Preliminary Course focuses on interactions within and between societies and cultures, the behaviour of individuals and groups and delves into your own cultural identity and the identity of other cultures. The HSC course focuses on continuity and change in the world through the core topic. Two of the following depth studies are also undertaken: Popular Culture, Belief Systems and Ideologies, Social Inclusion and Exclusion, Social Conformity and Non Conformity.			
<b>What skills will I gain from this subject?</b>			
Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross –disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP). This provides the students the skills to critically analyse viewpoints, how to use citations and analyse data, all skills that will assist students for university.			
<b>What are the most challenging aspects of this subject?</b>			
The HSC course entails a mandatory Personal Interest Project (PIP) where you choose a topic that you are passionate about, then research and write up what you have learnt. This is enormously beneficial to future study and gives you an understanding of human actions, attitudes and relationships. The PIP is worth 40% of the final HSC mark in this course and is approximately a 6000 word analysis. Students are expected to have a good command of English and grammar, be able to conduct questionnaires and interviews, and collate and critically analyse secondary research.			
<b>What are the most rewarding aspects of this subject?</b>			
It fosters the intellectual, social and moral development of students and develops independent workers who can construct and conduct personal research. This course develops self awareness, the capacity to manage your own learning and a respect for cultural diversity.			
<b>How much practical/theory work will I do in this subject?</b>			
This course involves theory work. The practical element of the course is in the form of a 6000 word Personal Interest Project that is conducted in the classroom as well as during the student's own time.			
<b>How will I be assessed in this subject?</b>			
Assessment in this course involves up to 3 assessment tasks in the Preliminary Course including a yearly examination. The HSC school assessment is based on up to 4 assessment tasks, including the Trial examination. The HSC examination (out of 60 marks) and the Personal Interest Project (out of 40 marks) are externally marked by the Board of Studies. The PIP is submitted to NESA in early Term 3.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
An open minded attitude towards different societies and cultures; good command of the English language and grammar; independent thinking and participation in independent research; critical analysis and thinking; the ability to keep deadlines.			
<b>How will this subject help me in the future?</b>			
Students develop the necessary concepts, skills, and knowledge to encourage a process of independent thinking. Society & Culture provides students with understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.			
<b>Is there any other information?</b>			
If you have any further questions, ask the HSIE Head Teacher, Mrs McHardy.			



HSIE FACULTY			
Studies of Religion II			ATAR
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	HSIE
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary Course: \$30.00 plus textbook (covers both HSC and Prelim courses); HSC Course: \$30.00; <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	Non Compulsory but advised to visit: Auburn Gallipoli Mosque and/or Nan Tien Buddhist Temple or another place of worship		
<b>What will I be learning in this subject?</b>			
Studies of Religion promotes an awareness, understanding and critical appreciation of the nature of religion and the influence of religious traditions, beliefs and practices in societies and on the individual, with an emphasis on the Australian context. Students will study three of the following religious traditions: Christianity, Islam and Judaism.			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>▪ Communication</li> <li>▪ Teamwork</li> <li>▪ Cross-cultural understanding</li> <li>▪ Problem solving</li> <li>▪ Self management</li> <li>▪ Planning and Organising</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
Acquiring the language of the subject(terminology) and separating cultural aspects of a society from the religious aspects.			
<b>What are the most rewarding aspects of this subject?</b>			
Discovery of societal misconceptions and how to ascertain the truth.			
<b>How much practical/theory work will I do in this subject?</b>			
This course is mostly theory with informed discussion.			
<b>How will I be assessed in this subject?</b>			
Essays, individual research projects and formal examination.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
An enquiring mind and the ability to analyse, evaluate and write in a formal structure.			
<b>How will this subject help me in the future?</b>			
By providing employment skills which allow you to write and analyse to communicate. Give a variety of perspectives and acceptance of difference in a multicultural work place, promoting teamwork and empathetic ability to conciliate in problem solving.			
<b>Is there any other information?</b>			
By providing an understanding of the significance of the role of religion in society, especially the multi faith, multi-cultural society of Australia this subject provides a model for life. By providing the skills of analysis, independent research and collaboration, Studies of Religion encourages the student to become critically reflective and leads to ethically and socially responsible behaviours. Studies of Religion also encourages empathy for and acceptance of religious diversity, promoting fairness, justice and equality within society.			
If you have any further questions, ask the HSIE Head Teacher, Mrs McHardy.			





PDHPE FACULTY			
Community and Family Studies			ATAR
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	PDHPE
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$25 <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
<p>The Preliminary Course looks at the core stands of:</p> <ul style="list-style-type: none"> <li>• Resource management</li> <li>• Individuals and groups</li> <li>• Families and communities</li> </ul> <p>The HSC Course consists of:</p> <ul style="list-style-type: none"> <li>• Research Methodology – including an Independent Research Project (IRP )</li> <li>• Groups in context</li> <li>• Parenting and Caring</li> <li>• Individuals and Work</li> </ul>			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• Knowledge and understanding of resource management</li> <li>• Understand positive relationships</li> <li>• Research, analysing and communicating skills</li> <li>• Critical thinking skills</li> <li>• Research methodology skills</li> <li>• Parenting and caring skills</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
The Independent Research Project (IRP), although in class support is provided throughout			
<b>What are the most rewarding aspects of this subject?</b>			
Developing an understanding of individuals, communities and groups.			
<b>How much practical/theory work will I do in this subject?</b>			
This is mainly a theory course with practical activities to consolidate learning.			
<b>How will I be assessed in this subject?</b>			
<p>Three assessment tasks will be given of which at least one must be a formal examination.</p> <p>For the HSC Course as above, the IRP is marked within the school.</p> <p>There is an external examination for the HSC.</p>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>Students require an ability to:</p> <ul style="list-style-type: none"> <li>• manage their own learning</li> <li>• work independently</li> <li>• develop their research skills and apply them in a variety of settings</li> <li>• critically think about issues</li> <li>• appreciate diversity</li> </ul>			
<b>How will this subject help me in the future?</b>			
The study of Community and Family Studies will prepare students for courses and careers associated with the early childhood, education and psychology and social work industries. It is recognised by TAFE, Other Registered Training Organisations and VET.			
<b>Is there any other information?</b>			
If you have any further questions, ask Head Teacher PDHPE, Mrs Gentle.			



PDHPE FACULTY			
Physical Development, Health and Physical Education		ATAR	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	PDHPE
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Prelim: First Aid \$90, HSC: minor physiology equipment \$30 <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	Strong interest in health, movement and sports preferred.		
<b>Compulsory Excursions</b>	Senior First Aid Course`		
<b>What will I be learning in this subject?</b>			
<p>In the Preliminary course you will study the health behaviours of young people, health determinants and health promotion, as well as anatomy and physiology, the function of the body systems and first aid.</p> <p>In the HSC course you will study epidemiology, causes and patterns of disease, health priorities in Australia, the health system, health promotion, training, sports psychology, nutrition, skill learning and sports medicine.</p>			
<b>What skills will I gain from this subject?</b>			
<p>Students who study this course develop skills in critical enquiry and practical application relating to health issues and human performance. You will learn to recognise health problems and health issues that occur in your own community. You will develop the skills for promoting good health for yourself and your community. You will also learn to manage and implement interventions for improving sporting and human performance for yourself as an athlete and for others as a coach or sport administrator.</p>			
<b>What are the most challenging aspects of this subject?</b>			
<p>THE AMOUNT OF WORK. This subject is a very demanding subject with most work completed in the classroom, not on the oval. In the HSC course particularly, the health and performance concepts are complex and the syllabus covers a lot of content. You will need to complete homework and revise work persistently. Some students undertake this course expecting to be doing a lot of practical lessons, but that is not the case.</p>			
<b>What are the most rewarding aspects of this subject?</b>			
<p>Many students in this subject report enjoying the advanced understanding they gain about health promotion in our society and the practical understanding they achieve about improving their own sports performance.</p>			
<b>How much practical/theory work will I do in this subject?</b>			
<p>The course is mostly theoretical, with opportunities for some practical lessons at specific times.</p>			
<b>How will I be assessed in this subject?</b>			
<p>There will be three assessment tasks in Year 11 and four in Year 12, including exams. They vary, but most will be tasks written in class. Some assessable tasks have a take home component and an in-class component.</p>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>There are no prerequisites, but broad reading and understanding of health issues, sport and human performance principles would be beneficial. Higher level reading and writing ability will be a big advantage. It is beneficial for students to have an interest in health issues and/or in sports and human performance.</p>			
<b>How will this subject help me in the future?</b>			
<p>This subject covers topics that can prepare students for courses and careers associated with medicine, health and health-related careers, caring and volunteering, team building, teaching and educating, first aid, sports medicine, emergency care, sport, fitness, recreation, health related therapies, physiotherapy, physiology and other human sciences.</p>			
<b>Is there any other information?</b>			
<p>At several times during the HSC course, extra study days during holidays and afternoons, as well as commercial HSC seminars will be run to support students who wish to work on specific content areas or exam skills. While attendance is not compulsory, it is highly recommended.</p> <p>If you have any further questions, ask Head Teacher PDHPE, Mrs Gentle.</p>			



PDHPE FACULTY			
Sport, Lifestyle and Recreation			NON ATAR
<b>How many units?</b>	2	<b>ATAR Category</b>	NON ATAR
<b>Course Type</b>	CEC	<b>Faculty</b>	PDHPE
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	SLR shirt \$40 Additional costs will be incurred in Year 11 and Yr 12 for activities utilising local sport and recreation facilities and excursions. <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	Students with an interest in sport, fitness and physical activity are most likely to enjoy this subject.		
<b>Compulsory Excursions</b>	Visits to local sporting, recreational and fitness facilities.		
<b>What will I be learning in this subject?</b>			
SLR makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased movement skill, competence in a wide variety of sport and recreational contexts and skills in planning to be active. These and other aspects of the course enable students to adopt an active lifestyle. Students also develop preparedness to contribute to a health-promoting community that is supportive of its members adopting a healthy lifestyle. The strength of the community in this regard is enhanced by its members having the necessary skills and desire to adopt a range of officiating and supporting roles. In this course students will experience and practise skills in these roles.			
<b>What skills will I gain from this subject?</b>			
Students will work in fields such as games and sports applications, resistance training, healthy lifestyle and fitness. Leadership, management skills, decision making, problem solving, communication and teamwork skills will be critical in this course and there will be many opportunities to practise and develop them.			
<b>What are the most challenging aspects of this subject?</b>			
This subject presents students with practical challenges requiring motivation and initiative. Running sporting events, coaching athletes and practising first aid are all challenging activities requiring confidence and skills. For some students, bringing correct gear and being motivated for every practical lesson may be a challenge.			
<b>What are the most rewarding aspects of this subject?</b>			
The activities that present the greatest challenges also present the greatest rewards! Improved self-confidence, personal communication and contributing to the wellbeing of others will be rewarding outcomes.			
<b>How much practical/theory work will I do in this subject?</b>			
50% of lessons will be practical, 50% will be theory.			
<b>How will I be assessed in this subject?</b>			
Students will be assessed using a range of theory and practical assessment tasks. Practical tasks may include fitness, aquatic and/or gymnastics assessments, first aid and individual and team sports assessment. Theory tasks may include written reports, planning tasks and written responses on relevant course topics. There will also be course exams in the Preliminary and HSC courses.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Enthusiastic participation in sport and movement activities is essential! Students who play sport, dance or do other movement activities are most likely to enjoy this subject and achieve the course outcomes successfully. Those who are interested in maintaining a healthy, active lifestyle and who have a strong desire to improve the health and physical activity of others are also likely to succeed in SLR. Participation in PASS in Years 9 and 10 may be beneficial, though not essential.			
<b>How will this subject help me in the future?</b>			
This course caters for a wide range of student needs. It can assist students in developing: the qualities of a discerning consumer and an intelligent critic of physical activity and sport; high levels of performance skill in particular sports; the capacity to adopt administrative roles in community sport and recreation; the skills of trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas.			
<b>Is there any other information?</b>			
Students will be required to contribute to school life by assisting as officials at school carnivals, coaching junior teams at gala days, umpiring and refereeing at local PSSA events and otherwise practising the skills covered in this course through real life experience. If you have any further questions, ask Head Teacher PDHPE, Mrs Gentle.			



<b>SCIENCE FACULTY</b>			
<b>Biology</b>		<b>ATAR</b>	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Science
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$45.00 + textbook figures are approximates and are subject to change.		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	The Biology course builds on the knowledge and skills developed through the study of living things in the Science Stage 5 course. Therefore, a high level of achievement in junior Science is essential.		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
The Biology course explores the diversity of life from a molecular to biological systems level. It examines the interactions between living things and the environment in which they live, investigating the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.			
<b>What skills will I gain from this subject?</b>			
Biology Stage 6 uses Working Scientifically processes to develop investigative skills. It focuses on developing problem solving and critical thinking skills in order to understand and support the natural environment. Students will design and conduct a range of investigations both individually and collaboratively.			
<b>What are the most challenging aspects of this subject?</b>			
The Biology course contains a high level of practical work that requires regular completion of detailed scientific reports that will be submitted for marking. Students will learn a large amount of new content that involves understanding scientific terminology and concepts, as well as the development of Working Scientifically skills. Students are required to undertake a Depth Study in both Year 11 and Year 12 that will form the basis of assessing these skills.			
<b>What are the most rewarding aspects of this subject?</b>			
It will increase student knowledge and understanding of: <ul style="list-style-type: none"> <li>• The relevance, usefulness and application of biological concepts and principles</li> <li>• How increases in our understanding in biology have led to the development of useful technologies and systems</li> <li>• The contribution biology has made to society</li> <li>• The world around them</li> <li>• Scientific literacy</li> <li>• A range of scientific practical skills</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
Scientific work includes both practical and secondary sourced investigations. These are essential and must occupy a minimum of 35 hours course time in both Year 11 and 12, including time allocated to depth studies.			
<b>How will I be assessed in this subject?</b>			
There will be 3 assessment tasks in Year 11 and 4 in Year 12. These may consist of depth studies, practical examinations, open ended investigations, practical reports and examinations.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
A high level of achievement in Stage 5 Science is essential.			
<b>How will this subject help me in the future?</b>			
The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and interrelated industries. Biology is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on Earth.			
<b>Is there any other information?</b>			
If you have any further questions, ask the Head Teacher Science, Mr Brown.			

*All Science courses may provide entry into the Science Extension course that has been developed to engage high-achieving students and better prepare them for university and careers in STEM.*



SCIENCE FACULTY			
Chemistry		ATAR	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Science
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$45.00 + textbook figures are approximates and are subject to change.		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	The Chemistry course builds on the knowledge and skills developed through the study of the chemical world in the Science Stage 5 course. Therefore, a high level of achievement in junior Science is essential.		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
The Chemistry course explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. Chemistry involves using different scales, specialised representations, explanations, predictions and creativity in the development and pursuit of new materials			
<b>What skills will I gain from this subject?</b>			
The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on developing problem solving and critical thinking skills in order to understand and support the exploration of models, theories and laws and examine the interconnectedness between seemingly dissimilar phenomena. Students will design and conduct a range of investigations both individually and collaboratively.			
<b>What are the most challenging aspects of this subject?</b>			
The Chemistry course contains a high level of practical work that requires regular completion of detailed scientific reports that will be submitted for marking. Students will learn a large amount of new content, which involves understanding scientific terminology and concepts, as well as writing balanced chemical equations and carrying out complex mathematical operations. Students are required to undertake a Depth Study in both Year 11 and Year 12 that will form the basis of assessing these skills.			
<b>What are the most rewarding aspects of this subject?</b>			
It will increase student knowledge and understanding of: <ul style="list-style-type: none"> <li>• The relevance, usefulness and application of chemical concepts and principles</li> <li>• How increases in our understanding in chemistry have led to the development of useful technologies and systems</li> <li>• The contributions chemistry has made to society</li> <li>• The world around them using Science</li> <li>• Scientific literacy</li> <li>• A range of scientific practical skills</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
Scientific work includes both practical and secondary sourced investigations. These are essential and must occupy a minimum of 35 hours course time in both Year 11 and 12, including time allocated to depth studies.			
<b>How will I be assessed in this subject?</b>			
There will be 3 assessment tasks in Year 11 and 4 in Year 12. These may consist of depth studies, practical examinations, open ended investigations, practical reports and examinations.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
A high level of achievement in Stage 5 Science is essential.			
<b>How will this subject help me in the future?</b>			
The study of Chemistry provides the foundation knowledge and skills to support participation in a range of careers and post-school studies from a wide range of STEM related fields. Chemistry is an essential discipline that currently addresses our energy needs and uses, the development of new materials and sustainability issues as they arise.			
<b>Is there any other information?</b>			
If you have any further questions, ask the Head Teacher Science, Mr Brown.			

*All Science courses may provide entry into the Science Extension course that has been developed to engage high-achieving students and better prepare them for university and careers in STEM.*



<b>SCIENCE FACULTY</b>			
<b>Earth and Environmental Science</b>			<b>ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Science
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$45.00 + textbook figures are approximates and are subject to change.		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	The Earth and Environmental Science course builds on the knowledge and skills developed through the study of Earth and space in the Science Stage 5 course.		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
This course provides students with the opportunity to learn about the compositional layers of the Earth and investigate how processes of plate tectonics, the formation of water and the introduction of how life interacts with different spheres and climate. Students explore the Earth's renewable and nonrenewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.			
<b>What skills will I gain from this subject?</b>			
Earth and Environmental Science uses Working Scientifically processes to develop investigative skills. It focuses on developing problem solving and critical thinking skills in order to understand and support the Earth's features and naturally occurring phenomena and cycles. Students will design and conduct a range of investigations both individually and collaboratively.			
<b>What are the most challenging aspects of this subject?</b>			
Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments. Students will learn a large amount of new content that involves understanding scientific terminology and concepts, as well as the development of Working Scientifically skills. Students are required to undertake a Depth Study in both Year 11 and Year 12 that will form the basis of assessing these skills.			
<b>What are the most rewarding aspects of this subject?</b>			
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.			
<b>How much practical/theory work will I do in this subject?</b>			
Scientific work includes both practical and secondary sourced investigations. These are essential and must occupy a minimum of 35 hours course time in both Year 11 and 12, including time allocated to depth studies.			
<b>How will I be assessed in this subject?</b>			
There will be 3 assessment tasks in Year 11 and 4 in Year 12. These may consist of depth studies, practical examinations, open ended investigations, practical reports and examinations.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
A keen interest in developing scientific knowledge and understanding of how the world works is essential.			
<b>How will this subject help me in the future?</b>			
The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.			
<b>Is there any other information?</b>			
If you have any further questions, ask the Head Teacher Science, Mr. Brown.			

*All Science courses may provide entry into the Science Extension that has been developed to engage high-achieving students and better prepare them for university and careers in STEM.*





<b>SCIENCE FACULTY</b>			
<b>Investigating Science</b>			<b>ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Science
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$45.00 + textbook figures are approximates and are subject to change.		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. Therefore, a high level of achievement in junior Science is essential.		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
The Investigating Science course is designed to assist students engage with scientific processes, and apply those to investigate relevant personal, community and global scientific issues.			
<b>What skills will I gain from this subject?</b>			
This course enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand the world in which they live. Applying Working Scientifically skills, the course aims to enhance students' analytical and problem solving skills, in order to make evidence based decisions and engage with and positively participate in an ever changing, interconnected technological world.			
<b>What are the most challenging aspects of this subject?</b>			
Students will learn a large amount of new content, which involves understanding scientific terminology and concepts, as well as the development of Working Scientifically skills. Students are required to undertake a Depth Study in both Year 11 and Year 12 that will form the basis of assessing these skills.			
<b>What are the most rewarding aspects of this subject?</b>			
It will enable students to: <ul style="list-style-type: none"> <li>• Explain the world around them using Science</li> <li>• Become scientifically literate</li> <li>• Develop a range of scientific practical skills</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
Scientific investigations include both practical and secondary sourced investigations. Practical investigations are essential and must occupy a minimum of 35 hours of course time, including time allocated to depth studies.			
<b>How will I be assessed in this subject?</b>			
There will be 3 assessment tasks in Year 11 and 4 in Year 12. These may consist of depth studies, practical examinations, open ended investigations, practical reports and examinations.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
A high level of achievement in Stage 5 Science is essential.			
<b>How will this subject help me in the future?</b>			
The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM related post school activities and industries.			
<b>Is there any other information?</b>			
<b>The Investigating Science course is designed to complement the study of the science disciplines</b> by providing additional opportunities for students to investigate and develop an understanding of scientific concepts. The course draws on and promotes interdisciplinary science by allowing students to investigate a wide range of STEM related issues. A maximum of 6 Science units may be undertaken as a pattern of study in Year 11. If you have any further questions, ask the Head Teacher Science, Mr Brown.			

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<b>SCIENCE FACULTY</b>			
<b>Physics</b>		<b>ATAR</b>	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Science
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$45.00 + textbook figures are approximates and are subject to change.		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	The Physics course builds on the knowledge and skills developed through the study of the physical world in the Science Stage 5 course. Therefore, a high level of achievement in junior Science is essential.		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
The Physics course involves the study of matter and its motion through space and time, along with related concepts that include energy and force. It deals with the study of phenomena on scales of space and time- from nuclear particles and their interactions up to the size and age of the Universe.			
<b>What skills will I gain from this subject?</b>			
Students gain an understanding of the physical world and how it works, develop an appreciation for the uniqueness of the Universe and participate in navigating and influencing the future. The problem solving nature of Physics further develops students' Working Scientifically skills by focusing on the exploration of models, theories and laws.			
<b>What are the most challenging aspects of this subject?</b>			
The Physics course contains a high level of practical work that requires regular completion of detailed scientific reports that will be submitted for marking. Students will learn a large amount of new content, which involves understanding scientific terminology and concepts, as well as carrying out complex mathematical operations and applying this data to explain natural phenomena. Students are required to undertake a Depth Study in both Year 11 and Year 12 that will form the basis of assessing these skills.			
<b>What are the most rewarding aspects of this subject?</b>			
It will increase student knowledge and understanding of: <ul style="list-style-type: none"> <li>• The relevance, usefulness and application of physical concepts and principles</li> <li>• How increases in our understanding in Physics have led to the development of useful technologies and systems</li> <li>• The contributions Physics has made to society</li> <li>• The world around them</li> <li>• Scientific literacy</li> <li>• A range of scientific practical skills</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
Scientific work includes both practical and secondary sourced investigations. These are essential and must occupy a minimum of 35 hours course time in both Year 11 and 12, including time allocated to depth studies.			
<b>How will I be assessed in this subject?</b>			
There will be 3 assessment tasks in Year 11 and 4 in Year 12. These may consist of depth studies, practical examinations, open ended investigations, practical reports and examinations.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
A high level of achievement in Stage 5 Science is essential.			
<b>How will this subject help me in the future?</b>			
The study of Physics provides the foundation knowledge and skills to support participation in a range of careers and post-school studies from a wide range of STEM related fields. It utilizes innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.			
<b>Is there any other information?</b>			
If you have any further questions, ask the Head Teacher Science, Mr Brown.			

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<b>SCIENCE FACULTY</b>			
<b>Extension Science</b>			<b>ATAR</b>
<b>How many units?</b>	1	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Science
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$30.00 + textbook figures are approximates and are subject to change.		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	Students must be achieving at an outstanding level in other science course(s). A grade of above 90% for depth studies carried out in Year 11 is mandatory.		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
The study of Science Extension Stage 6 enables students with a passion for science to explore the development of the scientific process over time, undertake high-level authentic scientific research, communicate findings and propose further research. Students are encouraged to establish a mentor relationship with an experienced industry partner that is related to their chosen area of research.			
<b>What skills will I gain from this subject?</b>			
The course focuses on the nature, development and processes of science. Students are required to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. Students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.			
<b>What are the most challenging aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• The Scientific Research Report and Portfolio</li> <li>• High order thinking and critical data analysis</li> <li>• Ability to be a self-regulated independent learner</li> </ul>			
<b>What are the most rewarding aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• Opportunities to refine and extend skills of Working Scientifically</li> <li>• Applying these processes to contemporary authentic scientific research</li> <li>• Developing the skills used by practising research scientists.</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
Much of the course work is theory, however, the Research Project may require students to conduct their own practical investigations and research.			
<b>How will I be assessed in this subject?</b>			
Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio. There is also a final examination that is based on both the content and the student's research.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Prerequisite courses for entry into Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11. Students must be highly motivated and possess the ability to be self-guided learners			
<b>How will this subject help me in the future?</b>			
Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.			
<b>Is there any other information?</b>			
<b>For Year 12 only.</b> This course is available for students achieving at an outstanding level in at least one of the Sciences. Students must submit an expression of interest that is to be approved by the Head Teacher Science. It is likely that some or all of the lessons will be run outside of the normal 6 period school day. If you have any further questions, ask the Science Head Teacher, Mr Brown			



<b>COMPUTING FACULTY</b>			
<b>Industrial Technology – MULTIMEDIA TECHNOLOGIES *</b>		<b>ATAR</b>	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Computing
<b>Work Placement Required</b>	NO	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$50 per year <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	<b>CANNOT</b> be studied in conjunction with Industrial Technology Timber or Industrial Technology Graphics		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
<p>This course is designed to provide students the opportunity to study the interrelationships of multimedia technologies, equipment and materials used in the computing industry and to develop skills through the processes of design, planning and production.</p> <p>The Preliminary and HSC Course involve:</p> <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Design, Management and Communication</li> <li>• Production</li> </ul> <p>Industry Related Manufacturing Technology</p>			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• Research and problem solving skills</li> <li>• Practical skills in the development of multimedia projects               <ul style="list-style-type: none"> <li>✓ Authoring</li> <li>✓ Publishing</li> <li>✓ 2D/3D drawing</li> <li>✓ Video creation</li> <li>✓ Web page design</li> <li>✓ Animation</li> </ul> </li> <li>• Workplace communication skills</li> <li>• Knowledge and understanding of the multimedia industry</li> <li>• Designing skills</li> <li>• Management skills</li> <li>• Communication skills</li> <li>• OHS skills</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
The major project for the HSC – 60%. This project is externally marked by a team of BOS markers. Students may need to attend classes after school and/or during holidays.			
<b>What are the most rewarding aspects of this subject?</b>			
The designing and creative aspects of the course. Working with peers to produce meaningful projects using skills that are highly valued in industry. The major project would form an integral component of a portfolio for vocational or tertiary study.			
<b>How much practical/theory work will I do in this subject?</b>			
This is mainly a practical course with a theoretical component to consolidate learning			
<b>How will I be assessed in this subject?</b>			
No more than five assessment tasks will be given of which at least one must be a formal examination. There is an external examination for the HSC, as well as, the Major Project. Knowledge 40% Major Project 60%			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Prior skills with computing hardware and software and portfolio work would be desirable.			
<b>How will this subject help me in the future?</b>			
Recognition by TAFE, Other Registered Training Organisations and VET and/or University entry.			
<b>Is there any other information?</b>			
If you have any further questions, ask the Head Teacher Computing Studies, Mr Caparelli.			



COMPUTING FACULTY			
Information Processes and Technology			ATAR
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Computing
<b>Work Placement Required</b>	NO	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$25 per year <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	Information & Software Technology from Years 9 and 10 desirable, <b>NOT</b> essential		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
In the Preliminary course, you will learn about Information skills and systems, Tools for information processes and Development of information systems. In the HSC course you will learn about Project management, Information systems and Databases, Communication Systems and two option courses (selected from Transaction processing systems, Decision support systems, Automated manufacturing systems and Multimedia systems).			
<b>What skills will I gain from this subject?</b>			
The skills you will gain include: Designing projects, management of project work, development and manipulation of databases, development of websites, multimedia systems and effective communication skills.			
<b>What are the most challenging aspects of this subject?</b>			
Project work can sometimes be demanding. Students need to be able to utilise time effectively and have sound communication skills			
<b>What are the most rewarding aspects of this subject?</b>			
You acquire a range of skills in using a wide range of software which will be transferable to a variety of school and work contexts. In addition, this subject will count towards your ATAR.			
<b>How much practical/theory work will I do in this subject?</b>			
The course is theory based but an appreciable amount of time in each component is devoted to practicals. Also, in all your project work, you will use existing software to develop solutions to real life problems.			
<b>How will I be assessed in this subject?</b>			
You will be assessed through examinations, Personal and Group projects, Project management and Communication skills.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Preferably, you should have some computing knowledge but this is not essential.			
<b>How will this subject help me in the future?</b>			
You will become a confident, competent, discriminating and ethical user of Information Technology. Possible career paths are IT/Business Management/Administrator, Systems Analyst, IT Consultancy and Website developer.			
<b>Is there any other information?</b>			
You should have a computer at home with access to a printer and the Internet. Students will also require a portable storage device such as a USB flash stick. If you have any further questions, ask the Head Teacher Computing Studies, Mr Caprarelli.			



COMPUTING FACULTY			
Software Design and Development			ATAR
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Computing
<b>Work Placement Required</b>	NO	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$25 per year <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	Information & Software Technology from Years 9 and 10 desirable, <b>NOT</b> essential		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
This course introduces students to the basic concepts of computer software design and development. It looks at the different ways in which software can be developed, the tools that can be used to assist in this process and the interaction between software and the components of the computer system. Students will develop and document software using a variety of data structures and programming language facilities. The practical aspects of the course will be focused on the development of software applications to solve real world problems.			
<b>What skills will I gain from this subject?</b>			
In the SDD course you will gain skills in:			
<ul style="list-style-type: none"> <li>▪ Designing, implementing, testing, evaluating and maintaining software solutions</li> <li>▪ Managing the design and development of software solutions</li> <li>▪ Teamwork and communication associated with the design and development of software solutions</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
Students are expected to work independently and manage their time effectively when working at programming exercises and group tasks. Students will also benefit from practising their programming skills at home using various software tools. A foundational element of the course is writing algorithms (pen and paper based solutions). Students need to be able to master these skills to be successful in this course.			
<b>What are the most rewarding aspects of this subject?</b>			
Students are rewarded by the experience of programming a computer to perform a particular instruction. Students also feel a sense of achievement designing and producing the individual major programming project in the HSC course on a topic of their choice.			
<b>How much practical/theory work will I do in this subject?</b>			
Practical experiences should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course.			
<b>How will I be assessed in this subject?</b>			
Students will be assessed through a variety of strategies – examinations, research tasks, oral presentations, practical class exercises, project management techniques. In the HSC, the external examination is 3 hours in length.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
This course is suited to any student who:			
<ul style="list-style-type: none"> <li>▪ has an interest in screen design and programming</li> <li>▪ enjoys creative and problem solving tasks in a team environment</li> <li>▪ preferably has a good understanding of mathematical concepts</li> </ul>			
It is <b>preferred</b> students have studied Information and Software Technology in Years 9 and 10.			
<b>How will this subject help me in the future?</b>			
This course provides excellent employment opportunities, both during and after the HSC. It is an excellent introduction to further studies both at TAFE and University. In addition, the design and analysis skills you develop in this course have immediate application in many areas of life and further study. Students interested in Game Design will develop preliminary skills that may lead them into the game design industry.			
<b>Is there any other information?</b>			
Students would find it difficult to satisfy the requirements of this course without access to a computer and the Internet for extended periods of time outside the classroom. Students should also have access to a portable storage device such as a USB flash stick.			
If you have any further questions, ask the Head Teacher Computing Studies, Mr Caparelli.			





<b>TECHNOLOGY AND APPLIED STUDIES FACULTY</b>			
<b>Engineering Studies</b>			<b>ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	TAS
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$35 <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
<p>The Preliminary Course looks:</p> <ul style="list-style-type: none"> <li>• Scope of the profession</li> <li>• Engineering principles</li> <li>• Communication skills</li> <li>• Impacts of engineering</li> <li>• Management and problem solving skills</li> <li>• Engineering methodology</li> </ul>			
<b>What skills will I gain from this subject?</b>			
<p>Engineering is associated with the skills of:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• Science and</li> <li>• Technology</li> </ul> <p>It is integrated with:</p> <ul style="list-style-type: none"> <li>• business and management</li> <li>• the formulation of problems and solutions</li> <li>• synthesis and analysis of information</li> <li>• management skills and</li> <li>• team work</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
The mathematical and critical thinking component of this course			
<b>What are the most rewarding aspects of this subject?</b>			
<p>The challenging nature of the subject, critical thinking and team work.</p> <p>This course develops knowledge and understanding of the profession of engineering. It is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenges to deal with concepts.</p>			
<b>How much practical/theory work will I do in this subject?</b>			
This is mainly a theoretical problem solving course with practical activities to consolidate learning.			
<b>How will I be assessed in this subject?</b>			
<p>Four assessment tasks will be given.</p> <p>There is an external examination for the HSC.</p>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Mathematical, science and technological skills need to be very strong and underpinning this needs to and understanding of business and management.			
<b>How will this subject help me in the future?</b>			
<p>Engineering promotes environmental, economic and global awareness, problem solving ability, engagement with information technology and team skills.</p> <p>Recognition by TAFE, Other Registered Training Organisations and VET.</p>			
<b>Is there any other information?</b>			
If you have any further questions, ask the Head Teacher Mr Caprarelli.			



TECHNOLOGY AND APPLIED STUDIES FACULTY			
Exploring Early Childhood			NON ATAR
<b>How many units?</b>	2	<b>ATAR Category</b>	NON ATAR
<b>Course Type</b>	CEC	<b>Faculty</b>	TAS
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$20 <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	There may be student specific exclusions from some modules.		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
<p>The Exploring Early Childhood course aims to give students an overview of development and related issues within an early childhood context.</p> <p>The <b>Preliminary course covers</b> the core studies of Pregnancy and Childbirth, Child Growth and Development and Promoting Positive Behaviour. Optional modules include: Food and Nutrition and Play and the Developing Child.</p> <p>The <b>HSC course</b> will address:</p> <ul style="list-style-type: none"> <li>• Learning Experiences for Young Children</li> <li>• Children’s Literature</li> <li>• Young Children and Media</li> <li>• Child Health and Safety</li> <li>• Gender and Young Children</li> <li>• Young Children and the Law</li> <li>• Starting School</li> <li>• Young Children with Special Needs</li> </ul>			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>▪ Communicating ideas and information</li> <li>▪ Planning and organising activities</li> <li>▪ An ability to work independently and in teams</li> <li>▪ The skill of solving problems</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>▪ The thinking processes and decision making model</li> <li>▪ Research and analysis skills</li> <li>▪ evaluation</li> </ul>			
<b>What are the most rewarding aspects of this subject?</b>			
<p>The topics studied and the activities that students engage in.</p> <p>Gaining an understanding of the skills and strategies to enable students to support and foster positive growth and development in young children.</p>			
<b>How much practical/theory work will I do in this subject?</b>			
Practical work 50% Theory 50%			
<b>How will I be assessed in this subject?</b>			
<p>Knowledge and understanding 50%</p> <p>Skills 50%</p> <p>Three to five assessment tasks will be given of which at least one must be a formal examination.</p> <p>There is no external examination.</p>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>An understanding and tolerance of children and their developmental stages.</p> <p>The skills required are:</p> <ul style="list-style-type: none"> <li>• research</li> <li>• analysis</li> <li>• communication</li> <li>• decision making</li> </ul>			
<b>How will this subject help me in the future?</b>			
<p>Recognition by TAFE, Other Registered Training Organisations and VET.</p> <p>This course offers initial learning experiences and can lead to further post school study or personal life experiences.</p>			
<b>Is there any other information?</b>			
If you have any further questions, ask the Head Teacher Mr Caprarelli.			



<b>TECHNOLOGY AND APPLIED STUDIES FACULTY</b>			
<b>Food Technology</b>		<b>ATAR</b>	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	TAS
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$75 <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
<p>The Preliminary Course looks at the core strands of:</p> <ul style="list-style-type: none"> <li>▪ Food Availability and Selection</li> <li>▪ Food Quality</li> <li>▪ Nutrition</li> </ul> <p>The HSC Course addresses the Core stands of :</p> <ul style="list-style-type: none"> <li>▪ The Australian Food Industry</li> <li>▪ Food Manufacture</li> <li>▪ Food Product and Development</li> </ul> <p>The HSC Course is inclusive of the Optional strand – Nutrition It is mandatory that students undertake practical experiences.</p>			
<b>What skills will I gain from this subject?</b>			
<p>Food issues have a constant relevance to life. This concept underpins the subject. Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• analyse</li> <li>• communicate.</li> <li>• Opportunities will be given to experiment with and prepare food as well as,</li> <li>• Design</li> <li>• implement</li> <li>• evaluate solutions to food.</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
<p>The theoretical component of this course. The ability of students to:</p> <ul style="list-style-type: none"> <li>• research</li> <li>• analyse and communicate</li> <li>• evaluate</li> <li>• transfer skills</li> </ul>			
<b>What are the most rewarding aspects of this subject?</b>			
Knowledge and understanding of food and nutrition and how it has constant relevance to life.			
<b>How much practical/theory work will I do in this subject?</b>			
This is mainly a theory course with practical activities to consolidate learning.			
<b>How will I be assessed in this subject?</b>			
<p>Four assessment tasks will be given of which at least one must be a formal examination. There is an external examination for the HSC.</p>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>An understanding of nutrition and practical skills. Skills to help students become successful will entail:</p> <ul style="list-style-type: none"> <li>• research</li> <li>• analysis</li> <li>• experimentation</li> <li>• designing skills</li> </ul>			
<b>How will this subject help me in the future?</b>			
Recognition by TAFE, Other Registered Training Organisations and VET.			
<b>Is there any other information?</b>			
If you have any further questions, ask the Head Teacher Mr Caprarelli.			



<b>TECHNOLOGY AND APPLIED STUDIES FACULTY</b>			
<b>Industrial Technology – GRAPHICS TECHNOLOGIES *</b>		<b>ATAR</b>	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	TAS
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$30 <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	<b>CANNOT</b> be studied in conjunction with Industrial Technology - Multimedia or Industrial Technology Timber		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
<p>The course looks at:</p> <ul style="list-style-type: none"> <li>• Industry study</li> <li>• Design management and communication in making a major project</li> <li>• Production</li> <li>• Industry related manufacturing technology</li> </ul> <p>You will be involved with collecting, analysing and organising information. Technology will be used to solve problems and working in teams will be a widely used skill.</p>			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• Research and problem solving skills</li> <li>• Practical skills in the industry specific area of graphics</li> <li>• Workplace communication skills</li> <li>• Knowledge and understanding of the focus area</li> <li>• Design skills</li> <li>• Management skills</li> <li>• WHS skills</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• The major project - the time, effort and commitment required to complete the project</li> <li>• Students may need to attend classes after school and/or during holidays</li> </ul>			
<b>What are the most rewarding aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• Production of a quality folio and major project</li> <li>• The project skills gained - eg. communication, team and time management are “real life” skills that will be employed in future years.</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
<ul style="list-style-type: none"> <li>• Practical work involves drawing sketches, major work and folio work.</li> <li>• Theory work involves the use of CAD</li> </ul>			
<b>How will I be assessed in this subject?</b>			
<p>Four assessment tasks will be given of which one must be a formal exam. There is an external examination and a major project and folio.</p>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>Prior skills with drawing and the use of CAD would be beneficial.</p>			
<b>How will this subject help me in the future?</b>			
<p>This will help with skills throughout your life eg. time management, folio presentations, ICT, WHS and workplace skills. Recognition by TAFE.</p>			
<b>Is there any other information?</b>			
<p>If you have any further questions, ask the Head Teacher Mr Caprarelli.</p>			



<b>TECHNOLOGY AND APPLIED STUDIES FACULTY</b>			
<b>Industrial Technology – TIMBER PRODUCTS &amp; FURNITURE INDUSTRIES *</b>			<b>ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	TAS
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$95 Students will be required to purchase their own timber for their HSC major project. <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	<b>CANNOT</b> be studied in conjunction with Industrial Technology - Multi Media or Industrial Technology Graphics		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
This course is designed to develop in students a knowledge and understanding of the selected industry and its related technologies with an emphasis on design, management and production through practical applications. The Preliminary and HSC Course involve: <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Design and Management</li> <li>• Workplace Communication</li> <li>• Industry specific content and production</li> </ul>			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• Research and problem solving skills</li> <li>• Practical skills in the industry specific area</li> <li>• Workplace communication skills</li> <li>• Knowledge and understanding of the focus area industry</li> <li>• Designing skills</li> <li>• Management skills</li> <li>• Communication skills</li> <li>• WHS Skills</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• The theoretical component of this course</li> <li>• The major project – the time effort and commitment associated with the project</li> <li>• Students may need to attend classes after school and/or during holidays</li> </ul>			
<b>What are the most rewarding aspects of this subject?</b>			
The practical component of the subject The production of a major project			
<b>How much practical/theory work will I do in this subject?</b>			
This is mainly a theory course with practical activities to consolidate learning.			
<b>How will I be assessed in this subject?</b>			
Four assessment tasks will be given of which at least one must be a formal examination. There is an external examination for the HSC, as well as, the Major Project. Knowledge 40% Major Project 60%			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Prior skills with timber and portfolio work.			
<b>How will this subject help me in the future?</b>			
Recognition by TAFE, Other Registered Training Organisations and VET.			
<b>Is there any other information?</b>			
If you have any further questions, ask the Head Teacher Mr Caprarelli.			



<b>TECHNOLOGY AND APPLIED STUDIES FACULTY</b>			
<b>Textiles and Design</b>		<b>ATAR</b>	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	TAS
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	\$80 <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	No		
<b>What will I be learning in this subject?</b>			
<p>In the Preliminary Course the following will be studied;</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Properties and performance of Textiles</li> <li>• Australian Textile, Clothing, Footwear and Allied Industries</li> </ul> <p>In the HSC Course students will be required to select a focus area and develop a project which includes supporting documentation and a Textile item.</p>			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• Practical skills in the manipulation of textiles</li> <li>• Knowledge and understanding of the properties of Textiles</li> <li>• Skills in experimentation, critical analysis and discriminatory selection of Textiles</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• The theory component and the Major Textiles Project</li> <li>• Evaluation of work</li> <li>• Supporting documentation for the Major Textiles Project</li> <li>• Technical production plans</li> </ul>			
<b>What are the most rewarding aspects of this subject?</b>			
<ul style="list-style-type: none"> <li>• Design inspiration</li> <li>• Investigation</li> <li>• experimentation</li> </ul>			
<b>How much practical/theory work will I do in this subject?</b>			
A large component of the course is theory. Practical work takes place in the form of the Major Textiles Project and experimentation work.			
<b>How will I be assessed in this subject?</b>			
<p>Four assessment tasks will be given of which at least one must be a formal examination.</p> <p>There is an external examination for the HSC and the Major Textiles Project must be handed in with supporting documentation.</p>			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
<p>An understanding and manipulation of fibres, yarns and fabrics and their properties and end use applications.</p> <p>Skills in:</p> <ul style="list-style-type: none"> <li>• design</li> <li>• experimentation</li> <li>• analysis</li> <li>• manufacture and selection of Textiles</li> <li>• an understanding of the Textiles Industry</li> </ul>			
<b>How will this subject help me in the future?</b>			
<p>Recognition by TAFE, Other Registered Training Organisations and VET.</p> <p>This course forms a valuable foundation for University and other tertiary courses.</p>			
<b>Is there any other information?</b>			
If you have any further questions, ask the Head Teacher Mr Caprarelli.			





<b>TECHNOLOGY AND APPLIED STUDIES FACULTY</b>			
<b>Work Studies</b>			<b>NON ATAR</b>
<b>How many units?</b>	2	<b>ATAR Category</b>	NON ATAR
<b>Course Type</b>	CEC	<b>Faculty</b>	TAS
<b>Work Placement Required</b>	Yes	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary Course: \$20 and textbook, Learning in the Workplace, Book 1 HSC Course: \$20 and textbook, Learning in the Workplace, Book 2 <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	No		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	Excursions will be conducted, at the student's own expense, where appropriate to the course.		
<b>What will I be learning in this subject?</b>			
Work Studies introduces students to all aspects of work and work related skills. The Core "My Working Life" includes "job applications" and "personal finance". Course modules will be selected from the following based on student interest and need: Career Planning, Performing Work Tasks, Occupational Health and Safety and First Aid in the Workplace, Work Project, Work Experience, Working With Others and Managing Change.			
<b>What skills will I gain from this subject?</b>			
<ul style="list-style-type: none"> <li>• A range of work related skills</li> <li>• An opportunity to undertake Work Experience</li> </ul>			
<b>What are the most challenging aspects of this subject?</b>			
The commitment to undertake work experience - at least one week per Preliminary and one week per HSC Year.			
<b>What are the most rewarding aspects of this subject?</b>			
Job related skills useful in any work environment, contacts made with industry.			
<b>How much practical/theory work will I do in this subject?</b>			
A combination of theory, practical project and excursion work.			
<b>How will I be assessed in this subject?</b>			
Portfolio of work, attendance at work placement, contribution in class, 3-5 assessment tasks. At least one assessment task derived from formal examinations.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
Interest in finding own work placement Commitment to course and subject requirements			
<b>How will this subject help me in the future?</b>			
Industry recognition of some work related skills in some industries.			
<b>Is there any other information?</b>			
This subject may be "project based" and timetabled off line. If you have any further questions, ask Mr Obidi or the Head Teacher Ms Graham.			



<b>LANGUAGES FACULTY</b>			
<b>Japanese Beginners</b>		<b>ATAR</b>	
<b>How many units?</b>	2	<b>ATAR Category</b>	A
<b>Course Type</b>	BDC	<b>Faculty</b>	Languages (LOTE)
<b>Work Placement Required</b>	No	<b>Off Site</b>	No
<b>Anticipated Costs</b>	Preliminary course: \$30 plus Workbook \$35.00 HSC course: \$30 plus same Workbook <i>Figures are approximations and are subject to change.</i>		
<b>Exclusions</b>	Japanese Continuers Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's <i>ACE Manual</i> .		
<b>Prerequisites</b>	No		
<b>Compulsory Excursions</b>	As appropriate to the course		
<b>What will I be learning in this subject?</b>			
In the Preliminary and HSC Beginner Japanese course, students develop their knowledge and understanding of Japanese through the integrated use of the four skills: listening, speaking, reading and writing. The content for the course is drawn from the topics listed in the syllabus. The topics covered include:			
<ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> </ul>		<ul style="list-style-type: none"> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations</li> </ul>	
<b>What skills will I gain from this subject?</b>			
Your literacy skills and interpersonal skills are enhanced through the learning of another language. Learning Japanese enables you to develop a logical approach to problem solving and the ability to think analytically. It also increases your ability to think creatively and laterally. Knowing Japanese will equip you with many skills you can use as a traveller in a Japanese speaking country.			
<b>What are the most challenging aspects of this subject?</b>			
Remembering the new vocabulary and grammatical concepts.			
<b>What are the most rewarding aspects of this subject?</b>			
Learning Japanese teaches you to understand and value different Japanese speaking cultures and to interact successfully with people whose customs and background are different from our own.			
<b>How much practical/theory work will I do in this subject?</b>			
The theory component is the new vocabulary and grammatical concepts. The language will be used in a practical way, conversations in Japanese, reading and writing in Japanese, in all lessons.			
<b>How will I be assessed in this subject?</b>			
Assessment is focused around your communication skills. You will be assessed through interviews and presentations, listening exercises, reading comprehension and on your ability to write in Japanese.			
<b>What background knowledge and skills will I require to be successful in this subject?</b>			
The course is intended to cater for students with no prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, the study of 100 hours or less in Stage 4 or Stage 5.			
<b>How will this subject help me in the future?</b>			
The study of Japanese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.			
<b>Is there any other information?</b>			
If you have any further questions please see Ms Ung or Head Teacher Languages Ms Graham.			



# VET COURSES AVAILABLE 2021 – School Based

The following pages related to Vocational Education and Training (VET) courses are formatted differently to the *usual* courses that are either Board Developed Courses or Content Endorsed Courses. VET courses, although delivered by schools but are controlled by the Registered Training Organisation (RTO) requirements.

Please read all the details carefully. Areas have been highlighted to help in your decision making regarding the conditions of the courses.

Please note that this year we are offering a wider selection of VET courses for our students. However there are conditions of the courses proceeding. These include the availability of a trained teacher to deliver the course and the approval of the Macquarie Park Registered Training Organisation.

## Please Note

All the **subject fees** for VET courses vary according to the course chosen. These are stated below and **are only approximations** to help guide your decision making. They are **subject to change** after the publication of this booklet.

VET COURSE	Anticipated Costs
Hospitality Food and Beverage Stream	\$100 per year <u>plus</u> students need to purchase chef's blacks from the uniform shop
Retail Services	\$25 per year <u>plus</u> textbook "More than just a Job"



Course: <b>Hospitality</b> (240 indicative hours) Board Developed Course Number: <b>26511</b>		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>SIT 20316 Certificate II in Hospitality</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIT Tourism, Travel and Hospitality</b> Training Package (Release 2) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>SIT 20316 Certificate II in Hospitality</b>		<b>Units of Competency</b>	
<b>6 Core</b> SITXWHS001 Participate in safe work practices BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITXCCS003 Interact with customers SITHIND003 Use hospitality skills effectively SITXCOM002 Show social and cultural sensitivity  <b>6 Electives</b> SITXFSA001 Use hygienic practices for food safety; Group A		SITHFAB005 Prepare and serve espresso coffee; Group B SITHFAB007 Serve food and beverage; Group B SITXFSA002 Participate in safe food handling practices; Group B SITHFAB004 Prepare and serve non-alcoholic beverages; Group B SITHCCC003 Prepare and present sandwiches; Group B  <b>Additional units required to attain an HSC credential in this course</b> SITHCCC001 Use food preparation equipment SITXCOM001 Source and present information Group B BSBSUS201 Participate in environmentally sustainable work practices Group B	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b>			
Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
<ul style="list-style-type: none"> <li>Supporting and working with colleagues to meet goals and provide a high level of customer service</li> </ul>		<ul style="list-style-type: none"> <li>Prepare for front of house service, manage resources, preparing and serving a range of food and beverages</li> </ul>	
<b>Examples of occupations in the Hospitality Industry</b>			
<ul style="list-style-type: none"> <li>Café Attendant</li> </ul>	<ul style="list-style-type: none"> <li>Food and Beverage Attendant</li> </ul>	<ul style="list-style-type: none"> <li>Barista</li> </ul>	
<b>Mandatory course requirements to attain a HSC credential in this course</b>			
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b>			
To enrol in <b>SIT 20316 Certificate II in Hospitality</b> , students should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
<b>Competency-Based Assessment</b>			
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b>			
The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$100</b>			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			



Course: <b>Retail Services</b> (240 indicative hours) Board Developed Course Number: <b>26911</b>		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>SIR30216 Certificate III in Retail</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIR Retail Services</b> Training Package (Release 2) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>SIR30216 Certificate III in Retail</b>		<b>Units of Competency</b>	
<b>8 Core</b> SIRXCEG001 Engage the customer SIRXCOM002 Work effectively in a team SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty		<b>5 Electives</b> SIRXPDK001 Advise on products and services SIRRMER001 Produce visual merchandise displays SIRRINV001 Receive and handle retail stock SIRRINV002 Control stock SIRXIND002 Organise and maintain the store environment  <b>Additional for HSC Requirements</b> SIRXSLS002 Follow point-of-sale procedures	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the retail industry involves:			
<ul style="list-style-type: none"> <li>▪ customer service</li> <li>▪ stock control</li> <li>▪ using cash registers, scanners, computers, telephones</li> </ul>		<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ designing and creating displays</li> </ul>	
<b>Examples of occupations in the Retail Industry</b>			
<ul style="list-style-type: none"> <li>▪ buyer</li> <li>▪ customer service assistant</li> </ul>		<ul style="list-style-type: none"> <li>▪ stock controller</li> <li>▪ sales person</li> <li>▪ visual merchandiser</li> <li>▪ merchandiser</li> </ul>	
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b> To enrol in <b>SIR30216 Certificate III in Retail</b> , students would need to be interested in engaging customers, maintaining daily store operations and knowledge of products and services. They would need to work independently under limited supervision. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities and assignments.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$25</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			

## VOCATIONAL EDUCATION AND TRAINING

### PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

#### Vocational Education and Training (VET) Courses

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

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

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

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

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australian 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.



## Year 11 Student Testimonials:

**Year 11 students were asked what they would recommend to the Year 10 students as they start the process of choosing subjects for their senior studies. Their responses are found below:**

*"It is important to go with subjects that you would enjoy rather than the ones your friends choose or the teachers that you may have". Blair*

*"Study and do the subjects you enjoy, otherwise you won't want to study as much". Scott*

*"Do subjects you enjoy because you will do your best if you find it interesting and want to do well". Michelle*

*"The key to success is to choose what you enjoy, if not pick what you are good at." Wendy*

*"Do what you like, because you will have to be motivated yourself to do it". Freya*

*"Choose subjects that you thrive in, those which will allow you to succeed, and those that will aid you in your future goals". Karan*

*"Choose a subject you enjoy and are good at. Take on a study pattern so it is scheduled. Start working hard and everything you do builds on and is important". Kevin*

*Take subjects you enjoy, do not overload on harder subjects, do subjects you are good at, pick appropriate subjects for you as a person." Martin*

*"Adapt a study pattern that works for you, and make sure you understand what you are being taught, not just remember it. Choose subjects that would lead into your future career, and remember that junior school is your trial period; there are no real penalties for doing bad. It is like a practice round." Anton*

*"It is easier to do something you enjoy." Abby*

*"Choosing a TAFE course might seem like a good idea if you want to do a subject not available in school, but if the course is held at a TAFE campus far from school you will have to miss classes to get there, then have to catch up later". Callum*

*"Always choose subjects you are interested in and you think you will enjoy". Harmanjot*

*"I would have to say my subjects are all really interesting and what makes it easy is that they all link up with each other, therefore I understand them more through different aspects". Elena*

*"Pick subjects that you like and are interested in. If you're good at something, do it. Always pick one or two easy subjects and try extension courses because you can always drop them. Keep up with all your subjects". Raveena*

*"Year 11 is a really stressful year, you'll have to adapt to the system and how year 11 works". Lucy*

*"Year 11 is a tough year; don't underestimate how hard it is! But on the bright side you have teachers to guide you through tough times! Only do the subjects that you want to do, not your friends." Nem*

*"Don't underestimate year 11. It does get tougher and you have responsibilities, but it is also fun and interesting. Make sure you study your hardest as you need to create a study habit for year 12." Leva*

*"Pick subjects you are interested in; don't have regrets." Annie*





## Some final reminders....

- Wellbeing teachers will assist you to fill in the forms.
- Head Teachers will sign off on the Expressions of Interest forms at the end of Week 2, Term 2 (see details in table below).
- The Head Teachers will either confirm your selection or discuss other alternative options.
- Student will have an **interview** with the Deputy Principals or a panel representative who will check your forms and sign that you have included the necessary information (see details in table below).

### IMPORTANT DATES:

Term 2	Week 10	Wednesday 01 <sup>st</sup> July	Students receive Subject Selection Booklet and selection process broadly discussed.
Term 3, Week 1 - 3	Week 1	Thursday 23 <sup>rd</sup> July, Friday 24 <sup>th</sup> July	Discussion and advice on subject selection with Year 11 students in Wellbeing groups.
	Week 2	Tuesday 28 <sup>th</sup> July	Subject selection night for parents and students to attend. Subject stalls and information on the subject selection process.
	Week 2	Thursday 30 <sup>th</sup> July, Friday 31 <sup>st</sup> July	Head Teachers & 2ICs to sign off on subject selection draft choices. Students must seek out HTs and have their draft choices signed off.
	Week 3	Thursday 6 <sup>th</sup> Aug, Friday 7 <sup>th</sup> Aug	Interviews scheduled with our specialist NESA panel. Draft Expression of Interest Forms are submitted at this interview. Parents are invited to attend. Students will use an <b>online link</b> to enter choices at the end of interview.

Please select subjects carefully **IN PREFERENCE ORDER**.

There are some rules to follow:

- a minimum of **6 Units of Board Developed Courses** (including at least 2 units of English).
- at least **3 courses** studied must be of **2 unit** value
- at least **4 subjects**
- **no more than 6 units** of Science Courses
- **For the Preliminary HSC** - Senior Science cannot be combined with any other Science Course
- Industrial Technology Courses (timber and Multimedia and Graphics) cannot be studied together

Be sure to ask any questions you have during this process to either the appropriate faculty Head Teacher, your Year Adviser, Ms Pinto, your Deputy, Mr Wanstall, or the Careers Adviser.

Best of luck with the exciting journey you are embarking on that will look different for each of you.

