



CANTERBURY  Education
GIRLS HIGH SCHOOL



Stage 6 2024 – 2025
Senior Course Information Guide
and Course Descriptions





Dear Parents, Caregivers and Students

The staff at Canterbury Girls High School looks forward to supporting our new group of HSC students in 2024/2025. We are very proud of our quality teaching and excellent academic results.

Choosing subjects for the Higher School Certificate (HSC) can often be a confusing process for many students. Trying to balance career decisions, personal interests and ability levels can be challenging for both student and parents. This information has been published in an attempt to provide the basic information to enable thoughtful and informed decisions to be made.

The school staff are available to help students take on the responsibility of planning their future pathways. Pathways may include University and TAFE study, apprenticeships and work. Most of our HSC candidates at Canterbury Girls proceed to tertiary study.

This booklet is a guide to assist you when reading about the HSC courses, which are also described on the school website. Students should read this booklet as the need arises, and seek further information from the school staff and the Careers Adviser. Individual consultation will be available for each student. Please note the NSW Education Standards Authority (NESA) website (<http://educationstandards.nsw.edu.au>) also provides course descriptions for every subject in Year 11 and Year 12.

The NESA Co-ordinator, Ms Venkatesan and the Careers Adviser Ms Rita Evangelista are available to assist with information about Board courses, VET and TAFE (EVET) courses.

In addition, if a student wishes to study a language subject that is not offered at our school, they may be able to enrol in Secondary College of Languages. To obtain further information, see Ms Venkatesan, Secondary College of Languages Co-ordinator.

All students in NSW are required to complete the program: *All My Own Work*. Without this pre requisite, students cannot be enrolled into the Preliminary Year. This is a program of 5 modules, delivered online in Term 4, 2023, when students are in Year 10.

At the end of their education at Canterbury Girls High School, our exit goals for students are for them to be:

- resilience
- creative thinkers and good communicators
- enthusiastic, independent lifelong 21st century learners
- respectful participants in changing communities
- empowered contributors to a diverse, multicultural society.

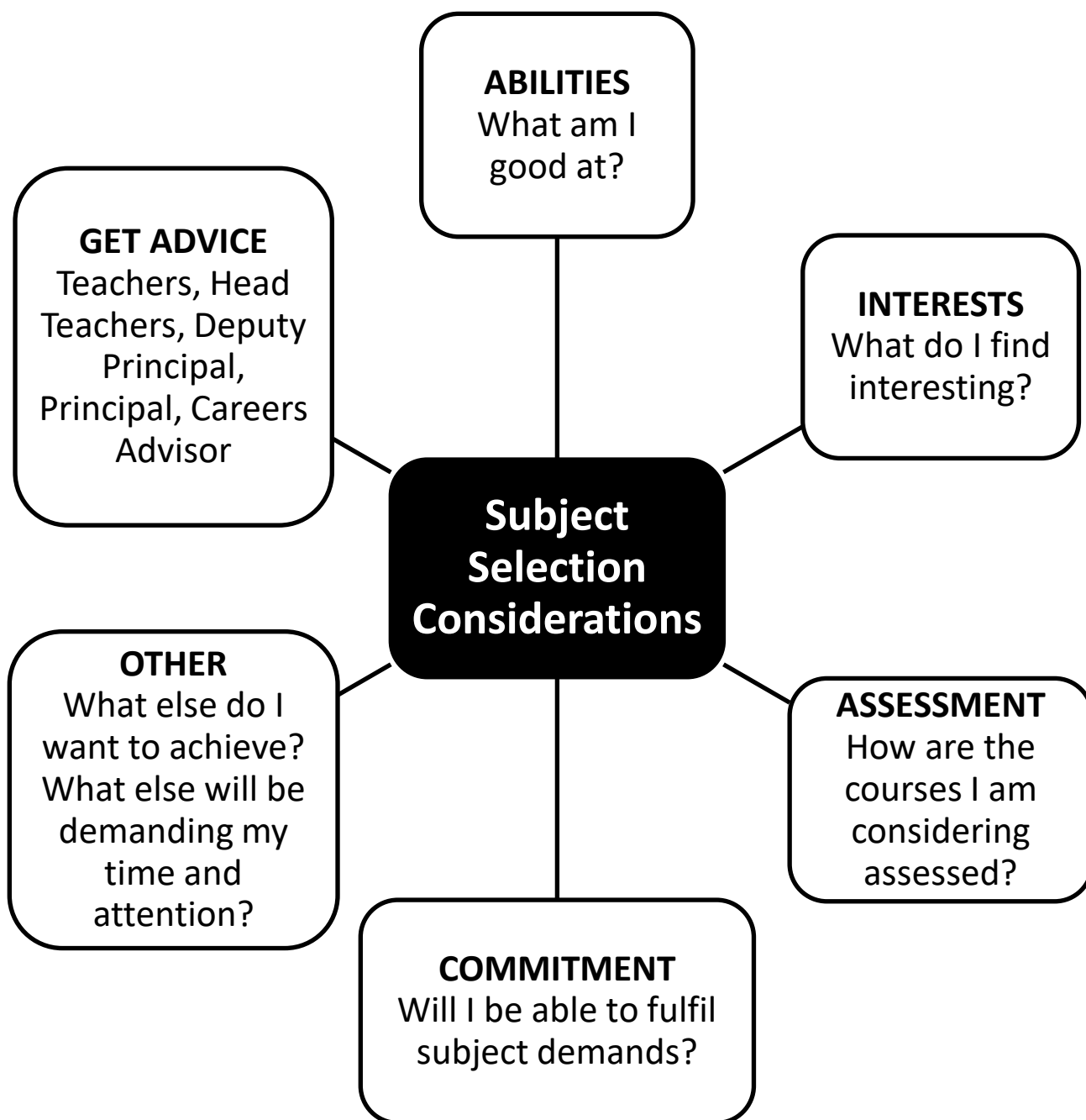
I wish all students all the best in their decision making related to the type of HSC they want and the combination of subjects. Please contact myself or the school if any assistance is required.

Robyn Andrews
Deputy Principal
May 2023

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Questions to consider when selecting subjects



Information Regarding Requirements for Year 11, 2024 and Year 12, 2025

General instructions

This booklet contains information relating to the requirements for the HSC and the Australian Tertiary Admission Rank (ATAR). The outlines of the subjects and courses which may be offered at Canterbury Girls High School are on the school website. Please read the information about the subjects you are interested in. Choose carefully to ensure that you select courses where you can meet the minimum standard expected in the course. The course standards are set by the NESA and your performance is measured against them.

Students are required to plan a pattern of study for two years by selecting the subjects that they wish to study for the Preliminary Higher School Certificate (Year 11) and for the HSC (Year 12) to ensure that they continue to meet requirements.

Students will complete separate subject selection forms online which identify their preferences. The courses that run are subject to the number of students who choose the subject, student preferences, teacher availability and Department of Education (DoE) staffing levels. In the first round, changes may be needed once subjects have been grouped into lines. Lines are determined by attempting to give the maximum number of students their first 6 choices. Students will be communicated with individually by the timetable team if students are unable to receive their preferences.

The Principal, Deputy Principal, Head Teachers, Careers Adviser and Year Adviser are available to answer further questions or will be able to direct you to the most appropriate person for the information required.

The Higher School Certification (HSC)

The HSC is divided into two separate components:

1. THE PRELIMINARY COURSE

This is usually undertaken in Year 11 (Terms 1, 2 and 3) and is designed to prepare students for the HSC course. Students must satisfactorily complete a Preliminary Course in a subject before entry is allowed into the HSC Course in that subject. A grade (A through E) will be awarded for each Preliminary courses undertaken.

2. THE HSC COURSE

This is usually undertaken in Year 12 (Year 11 Term 4, Year 12 Terms 1, 2, and 3) and provides access to employment and / or TAFE and/or university.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

For each year of study in the senior school, students will be able to access a statement indicating which subjects have been satisfactorily studied called a Record of School Achievement (RoSA). To obtain a RoSA, students must have made satisfactory progress and have satisfactorily completed at least one course.

What are Units?

All courses offered for the HSC have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit in value.

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

- 2 UNIT COURSE** ➔ This is the basic structure for all courses. It has a value of 100 marks and is taught over 6 lessons per cycle.
- EXTENSION COURSE** ➔ Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics and History (Year 12 only).
- ➔ English and Mathematics Extension courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course in these subjects before proceeding to the two HSC Extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- ➔ HSC Extension courses in subjects other than English and Mathematics (i.e. History) are offered and examined in Year 12 only.
- 1 UNIT COURSE** ➔ 1 unit equals approximately 2 hours of class time per week or 3 lessons a cycle. It has a value of 50 marks.
- ➔ **There are a number of 1 unit Board Endorsed Courses. These courses do not count towards an ATAR.**

Eligibility Requirements for the Award of the Higher School Certificate

To be awarded the HSC, students must have:

1. Attended school regularly (a minimum of 85% attendance is required by the NSW Department of Education).
2. Satisfactorily completed courses that meet the pattern of study required by the NESA for the award of the HSC. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course including work placement.
3. Sat for and made a serious attempt at all HSC examinations.
4. Studied a minimum of 12 units in the Preliminary Course and a minimum of 10 units in the HSC course. Both the Preliminary Course and the HSC course must include the following:
 - at least 6 units from NESA Developed Courses, including at least 2 units of a NESA course in English
 - at least three courses of 2 units value or greater
 - at least four subjects.
5. Ensured they have selected no more than 6 units of courses in Science which can contribute to HSC eligibility.

A subject is an area of study that contains different courses.

A course is a level of study within a subject.

e.g. Physics, Chemistry, Biology and Science are both a subject and a course because there is only one level of study i.e. 2 unit.

Pathways to obtaining HSC

There are 3 HSC pathways:

1. **ATAR** – this is for students who **expect** to enter university.
2. **Combined ATAR/Vocational (ATAR/VET)** – This is for students who are planning on entering university but want the additional TAFE qualifications in case they do not receive the appropriate ATAR.
3. **Non ATAR HSC, Vocational HSC/VET** – This is for students who are planning on further TAFE study, entering full time employment when leaving school or undertaking traineeships. These students do not wish to be eligible for University and do not require an ATAR.

Types of Courses

Course Type	Outline	Examples of Courses
<p style="text-align: center;">NESA Developed Courses</p>	<ul style="list-style-type: none"> • courses developed by NESA • NESA sets HSC examinations • are included in calculating the ATAR. 	<p>English Standard, Mathematics Advanced, Drama, Business Studies, Information Processes and Technology, Legal Studies, Modern History, Music, Personal Development Health and Physical Education, Physics, Textiles and Design, Visual Arts</p>
<p style="text-align: center;">NESA Endorsed Courses (Content Endorsed) (School Developed)</p>	<ul style="list-style-type: none"> • courses developed by the school or NESA to cater for areas of special interest not covered in NESA Developed Courses • 1 or 2 units • no external HSC examination • all assessment is school based • count as units towards the HSC and appear on Record of Achievement • NOT included in ATAR calculation 	<p>Computing Applications, Mathematics Standard Pathway 1, Work Studies Sport, Lifestyle and Recreation</p>
<p style="text-align: center;">Vocational Training and Education (VET) Courses</p>	<p>VET courses developed by NESA have dual accreditation. This means these courses:</p> <ul style="list-style-type: none"> • are accredited by NESA and appear on a student's RoSA and HSC • are accredited and recognised by industry as part of the Australian Qualifications Framework (AQF). • require 70 hours of mandatory organised work placement <p>Note: 240-hour VET courses are category B subjects which means</p> <ul style="list-style-type: none"> • only 2 units can be included in the calculation of an ATAR • For the result to be included in the calculation of the ATAR, the student must undertake the written examination at the HSC 	<p>The Industry Curriculum frameworks are:</p> <ul style="list-style-type: none"> • Automotive • Business Services* • Cookery* • Construction • Electrotechnology • Entertainment Industry • Financial Services • Human Services • Information & Digital Technology • Metal and Engineering • Primary Industries • Retail Services • Tourism, Travel and Events <p>* course offered at CGHS</p>

Stage 6 Senior Course Description Information Guide

Detailed information about the subjects listed below can be found in this booklet, the **Senior Course Descriptions Information Guide**. This booklet can be found on the school's website in Notes and curriculum guides under the relevant Stage; canterburg-h.schools.nsw.gov.au/notes-and-curriculum-guides.html.

NESA Developed Courses offered at Canterbury Girls High School

1. English

- English Standard
- English Advanced
- English Extension 1 (Year 11 and 12)
- English Extension 2 (Year 12 only)
- English EAL/D (English As An Additional Language and/or Dialect)
- English Studies

2. Mathematics

- Mathematics Standard Pathway 1 (Year 12)
- Mathematics Standard Pathway 2
- Mathematics Advanced
- Mathematics Extension 1 (Year 11 and 12)
- Mathematics Extension 2 (Year 12 only)

3. Science

- Biology
- Chemistry
- Earth and Environmental Studies
- Physics

4. Human Society and Its Environment (HSIE)

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

5. Creative and Performing Arts (CAPA)

- Dance
- Drama
- Music
- Visual Arts

6. Personal Development, Health and Physical Education

- Personal Development, Health and Physical Education
- Community and Family Studies

7. Technology and Applied Studies (TAS)

- Design and Technology
- Food Technology
- Industrial Technology (Multimedia)
- Textiles and Design

8. Languages Other Than English (LOTE)

- Chinese Beginners
- Chinese Continuers
- Chinese in Context
- Chinese and Literature
- French Beginners
- French Continuers

9. VET Curriculum Frameworks offered at Canterbury Girls High School

- Business Services (240 indicative hours)
- Cookery (240 indicative hours)

Content Endorsed Courses offered at Canterbury Girls High School

- Work Studies
- Sport, Lifestyle and Recreation

TAFE Delivered VET Content Endorsed Courses

Available in a broad range of industry areas which are listed in the TAFE Handbook. Students are strongly encouraged to make an appointment to see the Careers Advisor to discuss TAFE courses.

Virtual VET Courses

A broad range of industry areas accessed via a virtual classroom environment and are listed here <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses>.

HSC Minimum Standard Tests

Literacy and numeracy skills are essential for success in learning and life after school. This is why students are required to show they have met a minimum standard of literacy and numeracy to receive the Higher School Certificate.

To check students have the basics skills, they need to sit short online tests of reading, writing and maths for everyday life. Students get two chances a year to pass each of the tests from Year 10 until a few years after the HSC. Our school administers these tests in Term 1 or 2 each year.

If students pass the online tests of basic reading, writing and numeracy students have shown they have met the minimum HSC standard. If students don't meet the minimum standard, they will be given another opportunity in Term 4.

An Important Change to Note Regarding Sydney University Prerequisites in Relation to Mathematics

Mathematics Course Prerequisites

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

The University has introduced mathematics course prerequisites for some courses from 2020 to help students thrive in their science, technology, engineering and mathematics related degrees and prepare them to tackle future career challenges.

From 2020, the mathematics prerequisites apply to:

- all domestic students applying on the basis of undertaking a secondary education (Year 12) qualification in Australia, such as the NSW Higher School Certificate (HSC), IB diploma or GCE A Levels
- all domestic students applying on the basis of undertaking an Australian Year 12 qualification outside Australia
- all onshore international students applying on the basis of undertaking a Year 12 qualification (or equivalent) in Australia, such as the NSW Higher School Certificate (HSC), IB diploma or GCE A Level
- all international students applying on the basis of undertaking an Australian Year 12 qualification outside Australia

as well as:

- all domestic students applying on the basis of higher education study
- all students applying through [admission pathways](#) will have to demonstrate achievement in mathematics
- all international students applying on the basis of approved preparation programs (foundation programs) in Australia, including Australian university preparation programs undertaken outside Australia (students would need to have undertaken equivalent studies in Mathematics as part of the foundation program).

Meeting the Requirement

Students need to achieve a Band 4 in HSC Mathematics* (not Mathematics Standard) or similar result in [equivalent interstate Year 12, IB or GCE A Level subjects](#) or other Year 12 qualifications, to be eligible for admission to a range of courses, including Economics, Commerce, Computing, Engineering and IT, Medicine, Psychology, Pharmacy, Veterinary Science and Science. Mathematics Extension 1 or 2 requires a Band E3.

**The subject requirement refers to Mathematics (not Mathematics Standard), or Mathematics Advanced which was first examined in the NSW HSC in 2020.*

For more information regarding options if you don't meet the prerequisite and a full list of Courses with mathematics as a course prerequisite from admission in 2020, please visit

<https://sydney.edu.au/study/how-to-apply/undergraduate/mathematics-prerequisite.html> .

Application process to study externally provided subjects

The number of students who are permitted to apply for Secondary College of Languages, NSW School of Languages (NSWSoL), Distance Education (DE), Open Training Education Network (OTEN) and TAFE NSW courses is capped at 15 students in any year. The management and support of students participating in these courses creates a huge administrative burden on the school and its staff. Students choosing these types of courses must be self-disciplined, organised and motivated learners capable of working independently. There are additional requirements for externally delivered TAFE courses (see EVET section).

Any student who is interested in these types of courses must participate in an Expression of Interest (EOI) process BEFORE they are permitted to enrol in one of these courses. They must complete and submit a written application to a panel consisting of the Head Teacher Secondary Studies, the Deputy Principal and the Principal. The EOI must outline their motivation, commitment and ability to complete the chosen course and describe the skills they possess which allow successful completion. The student will be interviewed by the panel and will consider academic results, attendance, behaviour and any special circumstances before deciding. The school has the discretion to set curriculum patterns for students to meet the operational needs of the school.

All successful applicants will be expected to carry 12 units of study at school, in addition to the external course, until the end of Term 1. Students are expected to demonstrate consistent attendance and engagement. TAFE NSW, Distance Education and NSWSoL advise the school weekly if a student is not attending classes and/or applying themselves with diligence. Should students not meet the expectations of the course providers they will be encouraged to withdraw from the course but still have a pattern of study that permits them to achieve an HSC.

Students must complete the EOI form which can be collected from Ms Venkatesan.

What subjects can be studied outside of Canterbury Girls High School?

1. Secondary College of Languages

If you or your family speak a language other than English at home you may enrol to study that language for the HSC through a Saturday School of Community Languages. Schools are located throughout Sydney and offer a range of courses.

2. NSW School of Languages (previously named Open High School)

If you would like to study a new language and are not eligible to enrol in Saturday School you may apply to study through the NSW School of Languages. Students complete their work through correspondence, internet and telephone lessons. You will on occasion be required to attend the NSW School of Languages at Petersham for full day lessons. Students need to be self-disciplined, organised and motivated to enrol in these courses. Spaces are limited and a fee applies.

3. Single Course Distance Education

Students wishing to study a subject that is not a language and is not available at school may apply to enrol in a single course Distance Education subject. Students complete their work through correspondence, internet and telephone lessons. Students need to be self-disciplined, organised and motivated to enrol in these courses. A fee applies.

4. Open Training Education Network (OTEN)

OTEN offers TAFE courses through correspondence similar to the NSW School of Languages and Distance Education. Students need to be self-disciplined, organised and motivated to enrol in these courses.

NOTE:

Students will need to complete and have approved an application form indicating their commitment to undertaking study outside Canterbury Girls High School BEFORE they will be allowed to enrol in one of these subjects. See Head Teacher Secondary Studies, Ms Venkatesan for an application form.

Externally Delivered VET Courses for 2024 (EVET)

NSW school students in Years 9–12 have the option of studying VET courses at school or through TAFE NSW or other training providers. VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration. VET is ‘dual accredited’. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment). Students successfully completing a VET course will be entitled to credit transfer in other courses in a similar industry after leaving school by provided their qualifications to the Tertiary Institution.

All students studying a VET course must obtain a Unique Student Identifier (USI) and provide this to the training provider at the commencement of the course.

NESA Developed Industry Curriculum Framework Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services Hospitality, Information and Digital Technology, Human Services, Metal & Engineering, Primary Industries, Retail Services and Tourism, Travel & Events. These courses are Category B courses, mostly count for 4 units of HSC credit, include 70 hours of mandatory Work Placement and have an optional HSC examination and only one course can be counted in the Australian Tertiary Admission Rank (ATAR).

NESA Endorsed Vocational Education and Training courses are courses based on national industry Training Packages that are endorsed by the NESA for inclusion as an elective in Year 9 or 10 or in the Higher School Certificate. These courses include Animal Studies, Beauty Therapy, Fashion Design Hairdressing, Lock smithing, Laboratory Skills, Plumbing, Sport and Recreation and many more. These courses mostly count for 4 units of HSC credit, do not count towards the ATAR and do not have an optional HSC examination.

- EVET courses are delivered by either a TAFENSW College or a Private Provider. These courses offer a broader range of subjects and should be closely related to future career or study plans.
- Attendance and progress requirements are very strict for EVET courses. If a student fails to attend some of the course or if they do not satisfactorily complete all work set they will FAIL the course or may be withdrawn from the course.
- Numbers in these EVET courses will be limited as other schools will also be involved. Most students will only be able to choose one EVET course. If a student is not selected they will continue to study the six subjects (12 units) chosen to study at school.
- Student Commitment – once a student starts a course they will be expected to commit to completing the course. Students will not be permitted to change to another course.
- Travel – students studying EVET courses must organise their own transport arrangements to the TAFE college or study venue and make their own way home at the conclusion of the class.
- Proposed timetabling – EVET courses are conducted on different days of the week with most classes in previous years commencing at 1:30pm and ending at 5:30pm.
- Student will be granted early leave passes from school upon acceptance into an EVET course and the completion and submission of an early leave application available from the Careers Advisor. Students doing courses as part of the 12 Units will be given compensatory study periods during the week.

In addition to existing face-to-face VET, Year 11 and 12 students can study digitally-enabled virtual TAFE NSW courses. More information can be found at: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses>.

Students must complete the EOI process outlined on page 12 before being given permission to complete a separate online EVET application with TAFE NSW. Please see Ms Venkatesan or the Careers Adviser for further information.

These courses are offered at a range of TAFE colleges including Ultimo, Petersham and Randwick.

- Participation in an EVET course requires a dedicated approach to school work as well as the program. The demands of these courses include:
 - travel to and from the providing TAFE College
 - attending classes on Tuesday's or Thursday's between the hours of 1.00pm and 6.00pm
 - completing either 35 or 70 hours of work placement for some courses.
- Some high demand courses require students to attend a selection interview.

School Based Apprenticeships and Traineeships (SBATs)

School based apprenticeships and traineeships allow high school students to commence an apprenticeship or complete a traineeship while still at school. On average a minimum of one day a week is spent on the job with an employer, plus a portion of the school holidays. For the rest of the school week students complete the VET component of their training at school, TAFE or other RTO along with their other HSC school subjects.

A school-based **apprenticeship** will:

- Complete stage 1 of a Certificate III trade qualification by the end of the HSC year
- Complete a minimum of 100 days of paid work over two years
- Attend training each week with TAFE or another training provider
- After completing Year 12, school based apprentices can commence full-time employment as a second year apprentice providing they have completed the training program while at school.
- School-based apprenticeships are offered in a range of areas including automotive, beauty therapy, construction, hairdressing, electro technology and hospitality.

A school-based **trainee** will:

- Complete stage 1 of a Certificate III trade qualification by the end of the HSC year
- Complete a minimum of 100 days of paid work over two years
- Attend training each week with school, TAFE or another training provider
- Complete their formal off-the job traineeship training by the end of year 12.
- School-based traineeships are offered in a range of areas including animal studies, business services, health care and property services.

Students should speak to the Careers Adviser if they are interested in starting a school-based apprenticeship or traineeship. Further information can be obtained at <http://www.sbatinnsw.info/>.

Assessment and Reporting

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

School based assessment tasks will constitute 50% of the HSC mark. The other 50% will come from the HSC examination. The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding.

Band	Mark Range
Band 6	90 – 100
Band 5	80 – 89
Band 4	70 – 79
Band 3	60 – 69
Band 2	50 - 59

Australian Tertiary Admission Rank (ATAR)

The ATAR is a rank given as a number (not a mark) that indicates a student's position in relation to their cohort. The ATAR allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to tertiary courses.

ATAR ELIGIBILITY AND CALCULATION FROM 2025

From 2025, there will be no distinction between Category A and Category B courses.

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses. These must include at least:

- 10 units of Board Developed courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subject areas.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units.

Further information can be obtained at the ATAR website:

<https://www.uac.edu.au/future-applicants/atar/atar-eligibility>

Year 11 Progress Review

Progress Reports for each student are generated at the end of Term One, and parents are invited to discuss these Progress Reports at Parent/Teacher Evening.

Students are deemed either Satisfactory or Causing Concern for each subject. Students deemed to be showing cause for concern are counselled by their teachers and executive staff, and their parents contacted. Year 11 students are also interviewed by the Deputy Principal in Term 2 regarding their progress.

Senior School Contribution Fees

The below subject contributions are scheduled for 2023 only and may be subject to change in 2024.

It is important to consider the issue of fees when choosing your subjects for study in Stage 6. Families can choose to pay fees by term or for the full year. The Department of Education's preferred method of payment is online via our school website. Payments can be made at the office.

Year 11 Contributions in 2023 (Guide Only)

Voluntary Contribution	Term 1	Term 2	Term 3	Term 4	Full Year
General School Contribution	\$20.00	\$20.00	\$20.00	\$20.00	\$80.00
Mandatory Levies					
Technology Levy	\$15.00	\$10.00	\$10.00	\$10.00	\$45.00
Sport Levy	\$10.00	\$5.00	\$5.00	\$5.00	\$25.00
TOTAL					\$150.00
Subject Contributions	Term 1	Term 2	Term 3	Term 4	Full Year
Business Services	\$10.00	\$10.00	\$5.00	\$5.00	\$30.00
Food Technology	\$20.00	\$20.00	\$20.00	\$20.00	\$80.00
Hospitality	\$25.00	\$25.00	\$25.00	\$25.00	\$100.00
Hospitality Tool Kit	Hire Cost \$20.00			Purchase Cost \$80.00	
Music	\$10.00	\$10.00	\$5.00	\$5.00	\$30.00
Visual Arts	\$15.00	\$15.00	\$15.00	\$15.00	\$60.00
Drama	\$10.00	\$10.00	\$5.00	\$5.00	\$30.00
Dance	\$10.00	\$10.00	\$5.00	\$5.00	\$30.00
Textiles & Design	\$10.00	\$10.00	\$10.00	\$10.00	\$40.00
Design & Technology	\$10.00	\$10.00	\$10.00	\$10.00	\$40.00
Industrial Technology	\$10.00	\$10.00	\$10.00	\$10.00	\$40.00
Note: Only students who have chosen these subjects have to pay.					
Elective Subscriptions and Workbooks					
Languages – LOTE Subscription	Mandatory fee must be paid in full				\$20.00
Languages – LOTE Workbook	Mandatory fee must be paid in full				\$30.00

Year 12 Contributions in 2023 (Guide Only)

Voluntary Contribution	Term 1	Term 2	Term 3	Full Year
General School Contribution	\$30.00	\$30.00	\$20.00	\$80.00
Technology Levy	\$15.00	\$15.00	\$15.00	\$45.00
Sport Levy	\$10.00	\$10.00	\$5.00	\$25.00
TOTAL				\$150.00
Subject Contributions	Term 1	Term 2	Term 3	Full Year
Business Services	\$10.00	\$10.00	\$10.00	\$30.00
Drama	\$10.00	\$10.00	\$10.00	\$30.00
Hospitality	\$40.00	\$40.00	\$20.00	\$100.00
Hospitality Tool Kit	Hire Cost \$20 per year			
Music	\$10.00	\$10.00	\$10.00	\$30.00
Visual Arts	\$20.00	\$20.00	\$20.00	\$60.00
Food Technology	\$20.00	\$20.00	\$20.00	\$60.00
Dance	\$10.00	\$10.00	\$10.00	\$30.00
Textiles & Design	\$15.00	\$15.00	\$10.00	\$40.00
Design & Technology	\$15.00	\$15.00	\$10.00	\$40.00
Industrial Technology	\$15.00	\$15.00	\$10.00	\$40.00
Note: Only students who have chosen these subjects have to pay.				
Elective Subscriptions and Workbooks				
Languages – LOTE Subscription	Mandatory fee must be paid in full			\$20.00
Languages – LOTE Workbook	Mandatory fee must be paid in full			\$30.00

A variety of excursions will come up throughout the year and students will receive separate notes and cost schedules for these.

Senior Course Descriptions

Course Name	HSC Course Code	Page
English Standard	Course No. 15130	19
English Advanced	Course No. 15140	20
Preliminary and HSC English Extension 1	Course No. 15160	21
HSC English Extension 2	Course No. 15170	21
English EAL/D	Course No. 15155	22
English Studies	Course No. 15125	23
Mathematics Standard	Course No. 15236	24
Mathematics Advanced	Course No. 15255	25
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English Standard

Course No. 15130

2 units for each of Preliminary and HSC NESAs Developed Course	Exclusions: English Advanced, English EAL/D, English Extension 1
Course Description	
English Standard 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. The students 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.	
Preliminary Course – Main Topics Covered	
<p>There are 3 sections in this course – Common Module, Module A and Module B</p> <ul style="list-style-type: none"> • Common Module – Reading to Write: Transition to Senior English (40 indicative hours) Students undertake intensive and close reading of quality texts from a variety of modes and media. Students respond both critically and creatively to texts related by theme, concept or style developing their skills in comprehension, analysis, composition and evaluation (40% of course content). • Module A: Contemporary Possibilities (40 indicative hours) Through the study of ONE complex multi-modal or digital text and examples of other contemporary technologies students develop their skills in analysis and interpretation (30% of course content). • Module B: Close Study of Literature (40 indicative hours) Students develop knowledge and appreciation of one substantial literary print text (30% of course content). 	
HSC Course – Main Topics Covered	
<p>There are 4 Modules in this course: Common Module, Module A, Module B and Module C.</p> <p>Common Module: Texts and Human Experiences (30 indicative hours) Students study ONE prescribed text and related texts exploring how composers represent a range of human experiences in these texts. By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts (25% Course content).</p> <ul style="list-style-type: none"> • Module A: Language, Identity and Culture (30 indicative hours) In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities (25% of course content). • Module B: Close Study of Literature (30 indicative hours) Students develop an informed understanding, knowledge and appreciation of a substantial literary text. Students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities (25% of course content). • Module C: The Craft of Writing (30 indicative hours) Students appreciate, examine and analyse at least two challenging short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own ideas and written expression (25% of course content). 	
Preliminary Course Requirements	
<ul style="list-style-type: none"> • There are no prescribed texts for Year 11. • Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. • The Year 11 course requires students to support the study of texts with their own wide reading. 	
HSC Course Requirements	
<ul style="list-style-type: none"> • Students are required to closely study THREE types of prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"> - <i>prose fiction</i> - <i>poetry OR drama</i> - <i>film OR media OR non-fiction</i> • The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course. • Students must study ONE related text in the Common Module: Texts and Human Experiences. This text will not be examined in the final HSC examination, but is internally assessed. 	

English Advanced

Course No. 15140

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: English Standard, English EAL/D
Course Description	
English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students 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.	
Preliminary Course – Main Topics Covered	
<p>There are 3 sections in this course – Common Module, Module A and Module B</p> <ul style="list-style-type: none"> • Common Module – Reading to Write Transition to Senior English (40 indicative hours) Students undertake intensive and close reading of quality texts from a variety of modes and media. Students analyse, appreciate and critically and creatively respond to texts related by theme, concept or style developing their skills in analysis, composition and evaluation (40% of course content). • Module A: Narratives That Shape Our World (40 indicative hours) Students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values (30% of course content). • Module B: Critical Study of Literature (40 indicative hours) Students develop analytical and critical knowledge and appreciation through the study of ONE of one substantial literary text (30% of course content). 	
HSC Course – Main Topics Covered	
<p>There are 4 Modules in this course: Common Module, Module A, Module B and Module C.</p> <ul style="list-style-type: none"> • Common Module: Text and Human Experiences (30 indicative hours) Students study ONE prescribed text and related texts exploring how composers represent a variety of human experiences in these texts. By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts (25% Course content). • Module A: Textual Conversations (30 indicative hours) Students engage with TWO texts considering how their understanding, appreciation and enjoyment of both texts has been enhanced through the comparative study and how the personal, social, cultural and historical contextual knowledge that they bring to the texts influences their perspectives and shapes their own compositions (25% of course content). • Module B: Critical Study of Literature (30 indicative hours) Students develop an informed understanding, knowledge and appreciation of ONE substantial literary text. Students closely analyse the text’s construction, content and language to develop interpret text, based on evidence drawn from their research and reading (25% of course content). • Module C: The Craft of Writing (30 indicative hours) Through considered appraisal and imaginative engagement with at least TWO short prescribed texts texts, students reflect on the processes of writing to further develop their self-expression and apply their knowledge of textual forms and features in their own sustained and cohesive compositions (25% of course content). 	
Preliminary Course Requirements	
<ul style="list-style-type: none"> • There are no prescribed texts for Year 11. • Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.) • Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. • Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. • The Year 11 course requires students to support the study of texts with their own wide reading. 	
HSC Course Requirements	
<ul style="list-style-type: none"> • Students are required to closely study FOUR types of prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"> - <i>Shakespearean Drama</i> - <i>prose fiction</i> - <i>poetry OR drama</i> - <i>nonfiction OR film OR media</i> • The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course. • Students must study ONE related text in the Common Module: Texts and Human Experiences. This text will not be examined in the final HSC examination, but is internally assessed. 	

Preliminary and HSC English Extension 1 HSC English Extension 2

Course No. 15160
Course No. 15170

1 unit for each of Preliminary and HSC NESAs Developed Course	<p>Prerequisites: English Advanced, Preliminary Extension 1 for HSC Extension 1 and HSC Extension 1 as a concurrent study for Extension 2</p> <p>Exclusions: English (Standard) English (EAL/D)</p>
Course Description	
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.	
Preliminary English Extension 1 – Main Topics Covered	
<p>There are 2 sections in this course which are studied concurrently – Texts, Culture and Value and Research Project</p> <ul style="list-style-type: none"> • <u>Module – Texts, Culture and Value</u> (40 indicative hours) Students examine a key text from the past and its manifestation in other forms and media to develop understanding of why and how cultural values are maintained and changed (65% of course content). • <u>Research Project</u> (20 indicative hours) Students select a key text and evaluate manifestations of their selected text in other contexts and media (35% of course content). 	
HSC English Extension 1 – Main Topics Covered	
<p>There is 1 Module in this course: Common Module: Literary Worlds</p> <ul style="list-style-type: none"> • <u>Common Module: Literary Worlds with ONE elective option</u> (20 indicative hours) Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Each elective in this module involves the study of three texts from the prescribed list, with at least two being print texts. Students explore, analyse and critically evaluate a range of other texts that construct private, public and imaginary worlds. 50% of course content • <u>Electives Module</u> (40 indicative hours) Students will explore and evaluate textual representations prescribed in one of five electives. 50% course content 	
HSC English Extension 2 – Main Topics Covered	
<p>Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal. This investigation is undertaken to support the student's chosen area of inquiry presented in a Major Work in the form of</p> <ol style="list-style-type: none"> Short Fiction OR Creative Non Fiction OR Poetry OR Critical Response OR Script OR Podcast OR Multimedia. 	
Preliminary English Extension 1 Course Requirements	
<ul style="list-style-type: none"> • Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures • Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project 	
HSC English Extension 1 Course Requirements	
<ul style="list-style-type: none"> • The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts • Students are required to study at least TWO related texts 	
HSC English Extension 2 Course Requirements	
<ul style="list-style-type: none"> • The Composition Process – internally accessed via <ol style="list-style-type: none"> a Vive Voce 30% b) Literature Review 40% c) Critique of Creative Process 30% d) Major Work journal presented with each task a, b, c. • Major Work (HSC Examinable) • Reflection Statement (HSC Examinable) 	

English EAL/D

Course No. 15155

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: English Standard, English Advanced, English Extension
Course Description	
English EAL/D is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, to enhance their personal, social, educational and vocational lives. The students 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.	
Preliminary Course – Main Topics Covered	
<p>There are 3 sections in this course – Module A, Module B and Module C</p> <ul style="list-style-type: none"> • Module A: Language and Texts in Context (30-40 indicative hours) Students compare and contrast short texts, developing skills in comprehension and language analysis. Students plan, draft and refine their own written and spoken texts applying language conventions to suit purpose audience and context (40% of course content). • Module B: Close Study of Text (30-40 indicative hours) Students develop an understanding, knowledge and appreciation of ONE substantial literary text (30% of course content). • Module B: Texts and Society (30-40 indicative hours) Students explore, analyse, respond to and compose a selection of texts commonly found in community, vocational and academic settings (30% of course content). 	
HSC Course – Main Topics Covered	
<p>There are 4 Modules in this course: Module A, Module B, Module C and the Focus on Writing (Concurrent Module)</p> <ul style="list-style-type: none"> • Module A: Texts and Human Experiences (30 indicative hours) Students explore a range of short texts in a variety of forms and media and they undertake study of one prescribed text. They examine experiences that are represented in texts and they consider and reflect on human qualities and emotions associated with, or arising from, those experiences (25% Course content). • Module B: Language Culture and Identity (30 indicative hours) Students explore and analyse the ways that language is used to express the complexities and subtleties of personal, social and cultural identity. They study one prescribed text and a selection of related material, developing awareness and understanding of how our perceptions of and relationships with others and the world are shaped by written, spoken and visual language (25% of course content). • Module C: Close Study of Text (30 indicative hours) Students develop an informed understanding, knowledge and appreciation of ONE substantial text. They explore information, ideas, attitudes and values that are communicated in and through the text, and they examine and reflect on the ways in which the content, form and language of the text have been composed and assembled (25% of course content). • Focus on Writing: Concurrent Module (30 indicative hours) In this concurrent module, students develop and refine their knowledge and skills in writing, speaking and representing. They design and present a range of texts, appropriate to the module being studied, to communicate information, ideas, attitudes and values for different purposes, audiences and contexts (25% of course content). 	
Preliminary Course Requirements	
<ul style="list-style-type: none"> • There are no prescribed texts for Year 11. • Students are required to study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. • Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. • The Year 11 course requires students to support their study of texts with their own wide reading. 	
HSC Course Requirements	
<ul style="list-style-type: none"> • Students are required to closely study three types of prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"> - <i>prose fiction</i> - <i>poetry OR drama</i> - <i>film OR media OR nonfiction</i> • The selections of texts for the Focus on Writing module do not contribute to the required pattern of prescribed texts for the course. • Students must study ONE related text in Module A: Texts and Human Experiences. 	

English Studies

Course No. 15125

2 units for each of Preliminary and HSC Content Endorsed Course	Exclusions: English Standard, English Advanced, English Extension, English EAL/D
Course Entry Guidelines	
<p>This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who seek an English course to enhance their skills in using language in vocational and personal contexts. Students considering choosing the course should be advised that:</p> <p>English Studies is a Stage 6 Board Endorsed Course with an optional HSC examination. Students who complete the HSC examination in English Studies will be eligible for an Australian Tertiary Admission rank (ATAR).</p> <p>Satisfactory completion of English Studies will fulfil English pattern-of-study requirements for the Higher School Certificate. English Studies will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.</p> <p>In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p>	
Preliminary Course – Main Topics Covered	
<p>The module 'Achieving through English – English and the worlds of education, careers and community' is mandatory in the Preliminary course. Students will study a total of 2-4 modules (including the mandatory module), 20-40 indicative hours per module. Total 120 indicative hours.</p>	
HSC Course – Main Topics Covered	
<p>The module "Text and Human Experience" – a study of how texts communicate a variety of human experiences is mandatory in the HSC course.</p> <p>Students will study a total of 3-5 different modules (including the mandatory module), 20-40 indicative hours per module. Total 120 indicative hours.</p>	
Additional Information	
<p>The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.</p> <p>Schools may develop and offer one 20-hour module of their own design for the Preliminary year.</p>	

Mathematics Standard

Course No. 15236

2 units for each of Preliminary and HSC NESAs Developed Course	Exclusions: Mathematics Advanced, Mathematics Extension
Prerequisites	
<p>The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: area and surface area, financial mathematics, linear relationships, non-linear relationships, right-angled triangles (trigonometry), single variable data analysis, volume, some content from equations and some content from probability.</p>	
Preliminary and HSC Course Description	
<p>Year 11 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>Year 12 Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. All students studying the Mathematics Standard 2 course will sit for an HSC examination.</p> <p>To be eligible for an ATAR, students studying the Mathematics Standard 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. https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics</p> <p>The study of Mathematics Standard 1 or 2 in Stage 6 enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It 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. The course provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training or further tertiary training.</p>	
Main Topics Covered	
<p>Year 11</p> <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis 	<p>Year 12</p> <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis • Networks

Mathematics Advanced

Course No. 15255

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Mathematics Standard
Prerequisites	
The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2, and Stage 5.3.	
Preliminary and HSC Course Description	
<p>The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.</p> <p>The study of Mathematics Advanced in Stage 6 enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It 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. Students develop ways of thinking in which problems are explored through observation, reflection and reasoning. The course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. The Mathematics Advanced course provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</p>	
Main Topics Covered	
Year 11 <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Exponential and Logarithmic Functions • Statistical Analysis 	Year 12 <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Financial Mathematics • Statistical Analysis

Mathematics Extension 1

Course No. 15250

1 unit for each of Preliminary and HSC NESAs Developed Course	Exclusions: Mathematics Standard
Prerequisites	
Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: polynomials, logarithms, functions and other graphs and circle geometry.	
Preliminary and HSC Course Description	
<p>The Mathematics Extension1 course requires students to concurrently undertake the Mathematics Advanced course.</p> <p>Year 11 The Mathematics Extension 1 Year 11 course builds upon the Mathematics Advanced course.</p> <p>Year 12 The Mathematics Extension 1 Year 12 course builds upon the Mathematics Advanced course. The study of Mathematics Extension 1 in Stage 6 enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It also provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively. Students develop their awareness of the interconnected nature of mathematics, its beauty and its functionality. The course 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. Mathematics Extension 1 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.</p>	
Main Topics Covered	
<p>Year 11</p> <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Combinatorics 	<p>Year 12</p> <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Financial Mathematics • Statistical Analysis

Mathematics Extension 2**Course No. 15260**

1 unit for the HSC NESA Developed Course	Exclusions: Mathematics Standard
Prerequisites	
The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 and the Mathematics Extension 1 Year 11 courses.	
Course Description	
<p>The Mathematics Extension 2 Year 12 course builds upon the Mathematics Extension 1 course and the Mathematics Advanced course.</p> <p>The study of Mathematics Extension 2 in Stage 6 enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. The course also provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts.</p> <p>Mathematics Extension 2 provides a basis for further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level. An appropriate mathematical background is provided for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.</p>	
Main Topics Covered	
<ul style="list-style-type: none"> • Proofs • Vectors • Complex Numbers • Calculus • Mechanics 	

Biology
Course No. 15030

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
<p>The <i>Biology Stage 6 Syllabus</i> explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>Biology 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. When working scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis and engages with the technologies that assist in investigating current and future biological applications. The study of Biology provides the foundation knowledge and skills to support participation in a range of careers. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life.</p>	
Main Topics Covered	
<p>Preliminary Course (120 hours) Working Scientifically Skills Module 1 Cells as the Basis of Life Module 2 Organisation of Living Things Module 3 Biological Diversity Module 4 Ecosystem Dynamics</p> <p>Depth studies*15 hours in Modules 1–4</p>	<p>HSC Course (120 hours) Working Scientifically Skills Module 5 Heredity Module 6 Genetic Change Module 7 Infectious Disease Module 8 Non-infectious Disease and Disorders</p> <p>Depth studies*15 hours in Modules 5-8</p>
Course Requirements	
15 hours must be allocated to depth studies within the 120 indicative course hours.	
Requirements For Practical Investigations	
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Biology course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in depth studies across the Preliminary and HSC courses.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. 	

Chemistry

Course No. 15050

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
<p>The <i>Chemistry Stage 6 Syllabus</i> explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.</p> <p>Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.</p> <p>The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.</p>	
Main Topics Covered	
Preliminary Course (120 hours) Topics Covered Working Scientifically Skills Module 1 Properties and Structure of Matter Module 2 Introduction to Quantitative Chemistry Module 3 Reactive Chemistry Module 4 Drivers of Reactions Depth studies* 15 hours in Modules 1–4	HSC Course (120 hours) Topics Covered Working Scientifically Skills Module 5 Equilibrium and Acid Reactions Module 6 Acid/base Reactions Module 7 Organic Chemistry Module 8 Applying Chemical Ideas Depth studies* 15 hours in Modules 5-8
Course Requirements	
15 hours must be allocated to depth studies within the 120 indicative course hours.	
Requirements For Practical Investigations	
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Chemistry course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in depth studies across the Preliminary and HSC courses.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. 	

Physics
Course No. 15330

2 units for each of Preliminary and HSC NESAs Developed Course	Exclusions: Nil
Course Description	
<p>The <i>Physics Stage 6 Syllabus</i> involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p> <p>Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.</p> <p>The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.</p>	
Main Topics Covered	
Preliminary Course (120 hours) Topics Covered Working Scientifically Skills Module 1 Kinematics Module 2 Dynamics Module 3 Waves and Thermodynamics Module 4 Electricity and Magnetism Depth studies* 15 hours in Modules 1–4	HSC Course (120 hours) Topics Covered Working Scientifically Skills Module 5 Advanced Mechanics Module 6 Electromagnetism Module 7 The Nature of Light Module 8 From the Universe to the Atom Depth studies* 15 hours in Modules 5-8
Course Requirements	
15 hours must be allocated to depth studies within the 120 indicative course hours.	
Requirements For Practical Investigations	
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Physics course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in depth studies across the Preliminary and HSC courses.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. 	

Earth and Environmental Science

Course No. 15100

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
<p>Course Description</p>	
<p>The Earth and Environmental Science Stage 6 Syllabus investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth’s resources and its surface. It also focusses on how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.</p> <p>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 environment. When working scientifically, students are provided with opportunities to design and conduct investigations both individually and collaboratively.</p> <p>The study of earth and environmental science, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge to a variety of fields.</p> <p>The Earth and Environmental Science course builds on the knowledge and skills found in the Science Stage 5 course. The course maintains a practical emphasis and engages with the technologies that assist in investigating current and future scientific applications. The study of Earth and Environmental Science provides the foundation knowledge and skills to support participation in a range of careers.</p>	
<p>Main Topics Covered</p>	
<p>Preliminary Course (120 hours) Working Scientifically Skills Module 1 Earth’s Resources Module 2 Plate Tectonics Module 3 Energy Transformations Module 4 Human Impact Depth study*15 hours in Modules 1– 4</p>	<p>HSC Course (120 hours) Working Scientifically Skills Module 5 Earth’s Processes Module 6 Hazards Module 7 Climate Science Module 8 Resource Management Depth study*15 hours in Modules 5-8</p>
<p>Course Requirements</p>	
<p>15 hours must be allocated to depth studies within the 120 indicative course hours.</p>	
<p>Requirements for Practical Investigations</p>	
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Earth and Environmental Science course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in Depth Studies across the Preliminary and HSC courses.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. 	

Ancient History**Course No. 15020**

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
<p>The Ancient History course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past.</p> <p>Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments. Students are given opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.</p>	
Preliminary Course – Main Topics Covered	
<p>1. Investigating Ancient History</p> <p>(a) The Nature of Ancient History</p> <p>(b) Case Studies</p> <ul style="list-style-type: none"> - ONE case study must be from Egypt, Greece, Rome or Celtic Europe. - ONE case study must be from the Near East, Asia, the Americas or Australia. <p>2. Features of Ancient Societies</p> <p>Students study at least TWO ancient societies through an investigation of:</p> <ul style="list-style-type: none"> - a different key feature for each society OR one key feature across the societies selected. <p>3. Historical Investigation</p> <p>The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.</p>	
HSC Course – Main Topics Covered	
<p>1. Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%)</p> <p>2. ONE ‘Ancient Societies’ topic (25%)</p> <p>3. ONE ‘Personalities in their Times’ topic (25%)</p> <p>4. ONE ‘Historical Periods’ topic. (25%)</p> <p>The course requires study from at least TWO of the following areas:</p> <ul style="list-style-type: none"> • Egypt • Near East • China • Greece • Rome 	

Business Studies**Course No. 15040**

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
<p>Business Studies encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.</p> <p>By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.</p> <p>Through the study of contemporary national and global businesses, Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.</p>	
Preliminary Course – Main Topics Covered	
<ul style="list-style-type: none"> • Nature of Business (20%) – the nature and role of business in a changing business environment • Business Management (40%) – the nature and responsibilities of management in the business environment • Business Planning (40%) – the process of establishing and planning a small to medium enterprises 	
HSC Course – Main Topics Covered	
<ul style="list-style-type: none"> • Operations (25%) – Strategies for effective operations management in large businesses • Marketing (25%) – The main elements involved in the development and implementation of successful marketing strategies • Finance (25%) – The role of interpreting financial information in the planning and management of a business • Human Resources (25%) – The contribution of human resource management to business performance 	

Economics**Course No. 15110**

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
<p>Economics is distinctive because of the range of problems and issues that it investigates and the skills that it develops. Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.</p> <p>The preliminary course provides a foundation of key economic concepts with a focus on Australia’s national economy. The HSC course extends this understanding and investigates how Australia influences and is affected by other economies of the world, and also explores contemporary economics issues and policies and their implications.</p> <p>Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students’ knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>	
Preliminary Course – Main Topics Covered	
<ul style="list-style-type: none"> • Introduction to Economics (10%) - The nature of economics and the operation of an economy • Consumers and Business (10%) - The role of consumers and business in the economy • Markets (20%) - The role of markets, demand, supply and competition • Labour Markets (20%) - The workforce and role of labour in the economy • Financial Markets (20%) - The financial market in Australia including the share market • Government and the Economy (20%) - The role of government in the Australian economy. 	
HSC Course – Main Topics Covered	
<ul style="list-style-type: none"> • The Global Economy (25%) - Features of the global economy and globalisation • Australia's Place in the Global Economy (25%) - Australia's trade and finance • Economic Issues (25%) - Issues including growth, unemployment, inflation, wealth and management. • Economic Policies and Management (25%) - The range of policies to manage the economy. 	

Geography

Course No. 15190

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
<p>Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.</p> <p>A study of Geography involves investigating human activities; the constraints placed upon them and the impacts of these activities. It also allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world. Studying Geography Stage 6 prepares students for post-school studies and future employment in areas such as Tourism, Environmental Management, Urban Planning, Conservation, Education and Journalism.</p> <p>The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers’ contribution to understanding our environment and demonstrates the relevance of geographical study.</p>	
Preliminary Course – Main Topics Covered	
<ul style="list-style-type: none"> • Biophysical Interactions (45%) - how biophysical processes contribute to sustainable management. • Global Challenges (45%) - geographical study of issues at a global scale. • Senior Geography Project (10%) - a geographical study of student's own choosing. <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
HSC Course – Main Topics Covered	
<ul style="list-style-type: none"> • Ecosystems at Risk (33.3%) – the functioning of ecosystems, their management and protection. • Urban Places (33.3%) – study of cities and urban dynamics. • People and Economic Activity (33.3%) – geographic study of economic activity in a local and global context. <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
Course Requirements	
<p>Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	

History Extension**Course No. 15280**

1 unit for HSC NESA Developed Course	Exclusions: Nil
Prerequisites	
Preliminary Modern History or Preliminary Ancient History.	
HSC Course – Main Topics Covered	
1. Constructing History (40 hrs) <ul style="list-style-type: none">▪ Key Questions▪ Case Studies	
2. History Project (20 hrs)	
Prerequisites	
The Preliminary course in Modern or Ancient History is a prerequisite for the HSC course.	

Legal Studies

Course No. 15220

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
<p>The Legal Studies course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity and 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> <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. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students will also develop an understanding of legal concepts and the way the law functions in our society.</p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved, and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. Each topic is explored through a range of themes and challenges.</p>	
Preliminary Course – Main Topics Covered	
<ul style="list-style-type: none"> ▪ Part I – The Legal System (40% of course time) ▪ Part II – The Individual and the Law (30% of course time) ▪ Part III – The Law in Practice (30% of course time) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <p>Key themes incorporated across all topics: Justice, Law and Society; Culture, Values and Ethics; Conflict and Cooperation; Continuity and Change; Legal Processes and Institutions; Effectiveness of the Legal System.</p>	
HSC Course – Main Topics Covered	
<p>Core Part I - Crime (30% of Course Time)</p> <ul style="list-style-type: none"> ▪ Core Part II - Human Rights (20% of course time) ▪ Core Part III - 2 Options (50% of course time/25% each option) <p>Students will study two focus studies chosen from:</p> <ul style="list-style-type: none"> ▪ Consumers ▪ Family ▪ Global environmental Protection ▪ Indigenous peoples ▪ Shelter ▪ Workplace ▪ World Order <p>Key themes incorporated across all topics: Justice, Law and Society; Culture, Values and Ethics; Conflict and Cooperation; Continuity and Change; Legal Processes and Institutions; Effectiveness of the Legal System.</p>	

Modern History**Course No. 15270**

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
The study of Modern History in Stage 6 enables students to develop knowledge and understanding of the modern world, the skills of critical analysis and synthesis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world; to develop a lifelong interest in the study of history; and to prepare them for informed and active citizenship in the contemporary world.	
Preliminary Course – Main Topics Covered	
<p>The Year 11 course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their Year 12 studies. Students are required to study the three areas of the Year 11 course, as listed below.</p> <p>1. Investigating Modern History – 60 indicative hours (a) The nature, methods and issues of Modern History (b) Case Studies Students undertake:</p> <ul style="list-style-type: none"> - at least TWO options from ‘The nature, methods and issues of Modern History’ AND - at least TWO case studies. Teachers may develop their own case studies. <p style="margin-left: 40px;">ONE case study must be from Europe, North America or Australia. ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</p> <p>2. Historical Investigation – 20 indicative hours The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or as part of a group.</p> <p>3. The Shaping of the Modern World – 40 indicative hours Students lay the foundations for their 20th-century studies by investigating forces and ideas that shaped the modern world and defined modernity. At least ONE study from ‘The Shaping of the Modern World’ should be undertaken.</p>	
HSC Course – Main Topics Covered	
<ol style="list-style-type: none"> 1. Core Study: Power and Authority in the Modern World 2. ONE ‘National Studies’ topic 3. ONE ‘Peace and Conflict’ topic 4. ONE ‘Change in the Modern World’ topic 	

Society and Culture

Course No. 15350

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
<p>The central goal of Society and Culture is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.</p> <p>Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methods and undertake research in an area of particular interest to them.</p> <p>The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students. Students must complete a mandatory project.</p>	
Preliminary Course – Main Topics Covered	
<ul style="list-style-type: none"> ▪ The Social and Cultural World (30%) – The interaction between aspects of society and cultures ▪ Personal and Social Identity (40%) – Socialisation and coming of age in a variety of social and cultural settings. ▪ Intercultural Communication (30%) – How people in different cultures interact and communicate. 	
HSC Course – Main Topics Covered	
<p>Core</p> <ul style="list-style-type: none"> ▪ Social and Cultural Continuity and Change (30%) – The nature of continuity and change. Research and study of a selected country ▪ The Personal Interest Project (30%) – An individual research project. <p>Depth Studies (40%) Two to be chosen from:</p> <ul style="list-style-type: none"> ▪ Popular Culture <ul style="list-style-type: none"> - The interconnection between individuals and popular culture ▪ Belief Systems and Ideologies <ul style="list-style-type: none"> - Role of belief systems in societies, cultures and personal life. The relationship of belief systems and ideologies to culture and identity. ▪ Social Inclusion and Exclusion <ul style="list-style-type: none"> - The nature of social inclusion and exclusion and the implications for individuals and groups in societies and cultures. ▪ Social Conformity and Non conformity <p>The factors influencing conformity of groups and their members and the role of and response to non-conformity.</p>	
Course Requirements	
Completion of Personal Interest Project submitted externally to NESA.	

Studies of Religion II**Course No. 15380**

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
<p>The Studies of Religion course acknowledges religion as a distinctive answer to the human need for meaning in life. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life.</p> <p>The Studies of Religion II ensures students study more than one religious tradition and enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well-ordered society. Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society. It emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners.</p>	
Preliminary Course – Main Topics Covered	
<ul style="list-style-type: none"> ▪ Nature of Religion and Beliefs (10%). <ul style="list-style-type: none"> - This unit introduces students to key religious concepts and includes Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. ▪ Religious Traditions Studies (55%): Three options selected from <ul style="list-style-type: none"> - Buddhism, Christianity, Hinduism, Islam, Judaism ▪ Religions of Ancient Origin (20%): Two religions of ancient origin from: <ul style="list-style-type: none"> - Aztec or Inca or Mayan - Celtic - Nordic - Shinto - Taoism - an Indigenous religion from outside Australia ▪ Religion in Australia pre-1945 (15%) 	
HSC Course – Main Topics Covered	
<ul style="list-style-type: none"> ▪ Religion and Belief Systems in Australia post-1945 (10%) <ul style="list-style-type: none"> - Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. ▪ Religious Tradition Depth Studies (60%): Three options selected from: <ul style="list-style-type: none"> - Buddhism - Christianity - Hinduism - Islam - Judaism ▪ Religion and Peace (20%): <ul style="list-style-type: none"> - The distinctive response of religious traditions to the issue of peace. ▪ Religion and Non-Religion (10%) <ul style="list-style-type: none"> - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews. 	

Dance

Course No. 15070

2 units for each of Preliminary and HSC NESAs Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.														
Course Description															
<p>The 2 Unit Dance course accommodates students from a range of backgrounds and levels of experience. This course is suitable for those that have a genuine interest in Dance as an art form.</p> <p>Through the interrelated experiences of performing, composing and appreciating dance, students learn and come to understand the communicative purpose of dance. Both the Preliminary and HSC Courses contain three main components and there are practical and theory aspects included in all three.</p>															
Main Topics Covered															
<p>Performance In the Performance component, students gain knowledge, skills and understanding about how to physically prepare the body for dance. Students learn dance technique which is based on the fundamentals of classical ballet and modern/contemporary dance. Another essential aspect is the study of anatomy and its relevance to dance technique and injury prevention.</p> <p>Composition The Composition component focuses on the craft of choreography and it provides students with the opportunity to develop their creativity in dance. In practical lessons, students study the elements of dance and explore various aspects of choreographic process. During the HSC course, students are required to compose their own dance in a personal linked to a concept of their choice.</p> <p>Appreciation In Appreciation, students develop knowledge and understanding about the socio-historical context of dance. Through interrelated experiences gained in the other components, they also develop knowledge and understanding in the area of dance analysis and criticism. This component requires students to develop sound research and essay writing skills.</p>															
Assessment Components															
<p>Preliminary Course</p> <table border="0"> <tr> <td>Performance</td> <td>50%</td> </tr> <tr> <td>Composition</td> <td>25%</td> </tr> <tr> <td>Appreciation</td> <td>25%</td> </tr> </table> <p>More weighting is allocated to the area of Performance to students to establish a satisfactory level of dance technique.</p>	Performance	50%	Composition	25%	Appreciation	25%	<p>HSC Course</p> <table border="0"> <tr> <td>Performance</td> <td>20%</td> </tr> <tr> <td>Composition</td> <td>20%</td> </tr> <tr> <td>Appreciation</td> <td>20%</td> </tr> <tr> <td>Major Study</td> <td>40%</td> </tr> </table> <p>Students select a Major Study area based on their own interests and strengths (Performance or Composition or Appreciation).</p>	Performance	20%	Composition	20%	Appreciation	20%	Major Study	40%
Performance	50%														
Composition	25%														
Appreciation	25%														
Performance	20%														
Composition	20%														
Appreciation	20%														
Major Study	40%														
Course Requirements															
The published <i>Course Prescriptions</i> , which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.															

Drama**Course No. 15090**

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
Course Description	
<p>Drama students study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>Preliminary Course Content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences and critical analysis in each of these areas.</p> <p>HSC Course Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p> <p>The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>	
Preliminary Course – Main Topics Covered	
<ul style="list-style-type: none"> • Improvisation, Play building, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles 	
HSC Course – Main Topics Covered	
<ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre (Core content) • Group Performance (Core content) • Individual Project (Selective content) 	
Course Requirements	
<p>The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p>	

Music 1**Course No. 15290**

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Music 2
Course Description	
In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.	
Preliminary and HSC Course – Main Topics Covered	
Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.	
HSC Course – Main Topics Covered	
<ul style="list-style-type: none"> • Methods of Notation • Jazz • Music of the 20th and 21st Century • An instrument and its repertoire • Music for Radio, Film, TV and Multimedia. • Own Choice – chosen to suit individual students strengths. 	
Course Requirements	
<p>In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</p> <p>Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.</p>	
Other Information	
No prior musical experience is required. However, in order to successfully complete this course, students need to be willing to undertake instrumental or singing lessons throughout Years 11 and 12.	

Visual Arts

Course No. 15290

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
Course Description	
<p>Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'Body of Work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
Preliminary Course – Main Topics Covered	
<p>Learning opportunities focus on:</p> <ul style="list-style-type: none"> • the nature of practice in art making, art criticism and art history through different investigations • the role and function of artists, artworks, the world and audiences in the art world • the different ways the visual arts may be interpreted and how students might develop their own informed points of view • how students may develop meaning and focus and interest in their work • building understandings over time through various investigations, experimenting with different art forms. 	
HSC Course – Main Topics Covered	
<p>Learning opportunities focus on:</p> <ul style="list-style-type: none"> • how students may develop their practice in art making, art criticism, and art history • how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations • how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations • how students may further develop meaning and focus in their work. 	
Course Requirements	
<p>Preliminary Course:</p> <ul style="list-style-type: none"> • Artworks in at least two expressive forms: painting, drawing, digital photography and use of a process diary • a broad investigation of ideas in art making, art criticism and art history • A3 artbook VAPD – graphite pencil set, digital device, eraser. <p>HSC Course:</p> <ul style="list-style-type: none"> • development of a body of work and use of a process diary • a minimum of five Case Studies (4–10 hours each) • deeper and more complex investigations in art making, art criticism and art history • A3 artbook VAPD – graphite pencil set, digital device, eraser. • Students will be expected to purchase their own materials for their 'Body of Work' <p>There are material costs for this course.</p>	

Community and Family Studies**Course No. 15060**

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
Community and Family Studies is designed to develop student understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively on order to address contemporary issues facing individuals, families and communities.	
Preliminary Course – Main Topics Covered	
<ul style="list-style-type: none"> • Resource Management Basic concepts of the resource management (approximately 20% of course time). • Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time). • Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time). 	
HSC Course – Main Topics Covered	
<ul style="list-style-type: none"> • Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). • Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time). • Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). 	
HSC Option Modules	
Select one of the following (approximately 25% of course time):	
<ul style="list-style-type: none"> • Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. • Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. • Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. 	
Course Requirements	
Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.	

Personal Development Health And Physical Education

Course No. 15320

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
<p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>	
Preliminary Course – Main Topics Covered	
<p>Core Topics (60%)</p> <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion <p>Optional Component (40%) Students select two of the following options:</p> <ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation 	
HSC Course – Main Topics Covered	
<p>Core Topics (60%)</p> <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance <p>Optional Component (40%) Students select two of the following options:</p> <ul style="list-style-type: none"> • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health 	
Course Requirements	
<p>A requirement for all Preliminary PDHPE students is the completion of an externally provided Senior First Aid Course at a cost of approximately \$80.00.</p>	

Sport, Lifestyle and Recreation**Board Endorsed Course**

2 units for each of Preliminary and HSC Content Endorsed Course	Exclusions: Nil
Course Description	
<p>Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.</p> <p>This course caters for a wide range of student needs. It can assist students in developing:</p> <ul style="list-style-type: none"> • the qualities of a discerning consumer and an intelligent critic of physical activity and sport • high levels of performance skill in particular sports • the capacity to adopt administrative roles in community sport and recreation • the skills of coach, trainer, first aid officer, referee and fitness leader. <p>In the context of this course it may be possible for students to acquire recognised qualifications in these areas.</p>	
Preliminary and HSC Course	
<p>The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools are able to select from these modules to develop programs that respond to student needs and interests.</p> <p>Modules in Sport, Lifestyle and Recreation are:</p> <p>1. Aquatics 2. Athletics 3. Dance 4. First Aid and Sports Injuries 5. Fitness 6. Games and Sports Applications I 7. Games and Sports Applications II 8. Gymnastics 9. Healthy Lifestyle 10. Individual Games and Sports Applications 11. Outdoor Recreation 12. Resistance Training 13. Social Perspectives of Games and Sports 14. Sports Administration 15. Sports Coaching and Training.</p> <p>The components and weightings of assessment tasks to be used are detailed below.</p> <ul style="list-style-type: none"> • Knowledge and understanding (50%) • Skills (50%) 	
Other Information	
<p>There is no external examination (delivered by NESAs) for Content Endorsed Courses. Assessment is school based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.</p>	

Design and Technology

Course No. 15080

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
<p>This course involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. It involves hands-on practical activities which develop knowledge and skills in designing and producing. The course involves the development, realisation and documentation of design projects. The Major Design Project and supporting folio requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity.</p>	
Preliminary Course	
<p>The Preliminary course is 120 indicative hours and will involve a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Students must participate in hands-on, practical activities to achieve the outcomes of this course. Class activities should be designed to develop knowledge and skills in designing and producing. Students should develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio, which may be in a variety of different forms. Students should be encouraged to communicate their design ideas using a range of appropriate media.</p>	
<p>The components and weightings for Year 11 are mandatory.</p>	
<p>Component</p> <ul style="list-style-type: none"> • Knowledge and understanding of course content • Knowledge and skills in designing, managing, producing and evaluating design projects 	<p>Weighting</p> <p>40%</p> <p>60%</p>
<p>The Year 11 formal school-based assessment program is to reflect the following requirements:</p>	
<ul style="list-style-type: none"> • three assessment tasks • the minimum weighting for an individual task is 20% • the maximum weighting for an individual task is 40% • only one task may be a formal written examination. 	
HSC Course	
<p>The HSC course is 120 indicative hours and includes the development and realisation of the major design project, a case study of an innovation and other teaching and learning activities. The comprehensive study of design and the processes of designing and producing that were studied in the Preliminary course are synthesised and applied. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. Students have developed a wide range of skills and knowledge in the Preliminary course and in the HSC course are able to select and use those skills and knowledge appropriate to their selected project. The students relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects. The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society. They may also be able to apply processes similarly in the exploration and development of the major design project.</p>	
<p>The components and weightings for Year 12 are mandatory.</p>	
<p>Component</p> <ul style="list-style-type: none"> • Knowledge and understanding of course content • Knowledge and skills in designing, managing, producing and evaluating a major design project 	<p>Weighting</p> <p>40%</p> <p>60%</p>
<p>The Year 12 formal school-based assessment program is to reflect the following requirements:</p>	
<ul style="list-style-type: none"> • a maximum of four assessment tasks • the minimum weighting for an individual task is 10% • the maximum weighting for an individual task is 40% • only one task may be a formal written examination with a maximum weighting of 30% • one task must be a case study of an innovation with a weighting of 20%. 	
Course Requirements	
<p>No prerequisites required.</p>	

Food Technology

Course No. 15180

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Nil
Course Description	
<p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
Preliminary Course – Main Topics Covered	
<ul style="list-style-type: none"> • Food Availability and Selection • Food Quality • Nutrition 	
HSC Course – Main Topics Covered	
<ul style="list-style-type: none"> • The Australian Food Industry • Food Manufacture • Food Product Development • Contemporary Nutrition Issues 	
Course Requirements	
<p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.</p>	

Industrial Technology**Course No. 15200**

<p>2 units for each of Preliminary and HSC NESA Developed Course</p>	<p>Exclusions: Students can only undertake study in 1 focus area. 16684 Industrial Technology Life Skills (2 units – Preliminary) 16684 Industrial Technology Life Skills (2 units – HSC) 16686 Technology Life Skills (2 units – Preliminary) (where Industrial Technology is undertaken within the course) 16686 Technology Life Skills (2 units – HSC) (where Industrial Technology is undertaken within the course)</p>
Course Description	
<p>Industrial Technology Stage 6 has a Preliminary course and an HSC course. The Preliminary course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.</p> <p>The HSC course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study. Students choose to study ONE of SIX focus areas. The same area is to be studied in both the Preliminary and HSC courses. The focus areas are:</p> <ul style="list-style-type: none"> • Automotive Technologies • Electronics Technologies • Graphics Technologies • Metal and Engineering Technologies • Multimedia Technologies • Timber Products and Furniture Technologies. <p>The focus area of study at Canterbury Girls High School is Multimedia Technologies. Both the Preliminary and HSC courses are organised around four sections:</p> <p>A. Industry Study B. Design, Management and Communication C. Production D. Industry Related Manufacturing Technology.</p>	
Preliminary Course	
<p>The following sections are taught on the relevant focus area:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Design (10%) • Management and Communication (20%) • Production (40%) • Industry Related Manufacturing Technology (15%) 	
HSC Course	
<p>The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> ➤ Design, Management and Communication ➤ Production • Industry Related Manufacturing Technology (25%) 	
Course Requirements	
<p>Prerequisites: Nil</p> <p>In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	

Textiles and Design**Course No. 15390**

2 units for each of Preliminary and HSC NESA Developed Course	Exclusions: Fashion and Textiles EVET CEC 43480 Fashion Design and Technology EVET CEC 41016
Course Description	
<p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p>	
<p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p>	
<p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
Preliminary Course – Main Topics Covered	
<ul style="list-style-type: none"> • Design • Properties and Performance of Textiles • The Australian Textiles, Clothing, Footwear and Allied Industries 	
HSC Course – Main Topics Covered	
<ul style="list-style-type: none"> • Design • Properties and Performance of Textiles • The Australian Textiles, Clothing, Footwear and Allied Industries • Major Textiles Project 	
Course Requirements	
<p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p>	
<p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>	

Chinese Beginners**Course No. 15540**

2 units for each of Preliminary and HSC NESAs Developed Course	Exclusions: Chinese Continuers; Chinese Extension; Chinese and Literature; Chinese in Context. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.
Course Description	
<p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the Chinese-speaking communities</i>; provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.</p>	
Preliminary and HSC Course – Main Topics Covered	
<ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations 	

Chinese Continuers

Course No. 15550

<p>2 units for each of Preliminary and HSC NESA Developed Course</p>	<p>Prerequisites: 200-400 hours study or equivalent knowledge is assumed.</p> <p>Exclusions: Chinese Beginners; Chinese in Context; Chinese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.</p>
<p>Course Description</p>	
<p>The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students also will gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.</p>	
<p>Preliminary and HSC Course – Main Topics Covered</p>	
<ul style="list-style-type: none"> ▪ The Individual <ul style="list-style-type: none"> Personal identity Education and aspirations Recreation and leisure Travel experiences ▪ The Chinese-Speaking Communities <ul style="list-style-type: none"> History and culture Lifestyles ▪ The Changing World <ul style="list-style-type: none"> Youth issues The World of Work Tourism and Hospitality <p>Students’ language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> ▪ Conversation ▪ Responding to an aural stimulus ▪ Responding to a variety of written material ▪ Writing for a variety of purposes ▪ Studying the culture of Chinese-speaking communities through texts 	

Chinese In Context

Course No. 15555

<p>2 units for each of Preliminary and HSC NESA Developed Course</p>	<p>Prerequisites: Prior learning and/or equivalent knowledge is assumed. Exclusions: Chinese Beginners; Chinese Continuers; Chinese Extension; Chinese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages Courses Eligibility Criteria.</p>
<p>Course Description</p>	
<p>Preliminary Course The Preliminary course has as its organisational focus the study of <i>Issues</i>. The student’s intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through the study of a range of texts related to the <i>Issues</i>, viewed from one or more of three <i>Perspectives</i> and drawn from one or more of three <i>Contexts</i>.</p> <p>HSC Course The HSC course continues to focus on the <i>Issues</i>, studied through the <i>Perspectives</i> using texts drawn from the <i>Contexts</i>. The student will gain a broader and deeper understanding of Chinese and will extend and refine their communication skills in Chinese. The student explores in depth an area of interest related to one of the <i>Issues</i> through the <i>Personal Investigation</i>.</p>	
<p>Preliminary and HSC Course – Main Topics Covered</p>	
<p>Prescribed Issues The study of <i>Issues</i> will be undertaken through a range of texts viewed from the <i>Perspectives</i> and drawn from the <i>Contexts</i>. Each issue will be studied through one or more of the <i>Perspectives</i> and related texts drawn from one or more of the <i>Contexts</i>, to ensure that all the <i>Perspectives</i> and <i>Contexts</i> are in a balanced way throughout the course.</p> <p>Through studying the following issues, students will develop the ability to reflect on and respond to aspects of the language and culture of Chinese-speaking communities locally, regionally and globally.</p> <ul style="list-style-type: none"> • Young people and their relationships Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people. • Traditions and values in a contemporary society Students will consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society. • The nature of work Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment. • The individual as a global citizen Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society. • Australian Identity <p>Students will consider the place of Chinese-speaking communities in the world, including migration experiences both locally and internationally.</p>	

Chinese and Literature**Course No. 15560**

2 units for each of Preliminary and HSC NESA Developed Course	<p>Prerequisites: A cultural and/or linguistic background in Chinese is assumed.</p> <p>Exclusions: Chinese Beginners; Chinese Continuers; Chinese Extension; Chinese in Context. Eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.</p>
Course Description	
<p>In the Preliminary course, students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues.</p> <p>In the HSC course, students will continue to develop their knowledge and understanding of Chinese through the study of prescribed texts, prescribed themes, and contemporary issues.</p>	
Preliminary and HSC Course – Main Topics Covered	
<p>Students will study language and culture through the following prescribed themes:</p> <ul style="list-style-type: none"> • The individual and the community • Youth culture • Perspectives on Identity • Global issues 	



Education

PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING

School Delivered Vocational Education and Training (VET) Courses

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

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

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment

opportunities. There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

Externally delivered Vocational Education and Training (EVET)

Students in Years 9–12 have the option of studying VET courses either at school, or through external, accredited training providers such as TAFE NSW. VET courses delivered by an external RTO/training provider to school students are known as EVET courses. Several small training providers also deliver VET training to school students.

VET courses can assist students to plan their career pathway and:

- gain practical, work-related skills to enhance employment opportunities.
- complete units that count towards school qualifications such as RoSA and HSC.
- start or complete a nationally recognised qualification while still at school.

VET assessment is competency based and students must completely satisfy all assessment requirements and be deemed competent by a qualified trainer in order to satisfy qualification requirements. Students successfully completing a VET course and achieving a Statement of Attainment may be eligible to apply for credit transfer in other courses in a similar industry after leaving school by providing their transcript to the relevant tertiary institution. All students studying a VET course must obtain a Unique Student Identifier (USI) and provide this to the training provider at the commencement of the course.

Categories of EVET courses

Board Developed Industry Curriculum Framework (ICF) Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Information Technology, Human Services, Primary Industries, Retail Services and Tourism, Travel & Events. These courses are **Category B courses**, they mostly count for 4 units of HSC credit, include 70 hours of mandatory work placement and have an optional HSC examination. Only one Category B course can be included in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses (BECs) are courses based on national industry Training Packages that are endorsed by NSW Education Standards Authority (NESA) for inclusion as an elective in Year 9 or 10 or in the Higher School Certificate. These courses include Animal Studies, Beauty Therapy, Fashion Design Hairdressing, Laboratory Skills, Plumbing, Sport and Recreation and Warehousing. Stage 6 BECs mostly count for 4 units of HSC credit, they do not count towards the ATAR and there is not a HSC exam. Stage 6 BECs may also be studied by Year 10 students as Early Commencement of Stage 6. Students in Year 9 and 10 who enroll in a Stage 6 BEC course must satisfy all RoSA requirements. Stage 5 BECs are 100 hours duration and are only available to students currently enrolled in Year 9 or in Year 10.

Delivery patterns of EVET courses

Students should investigate the delivery pattern of the EVET courses they are interested in so they are aware of what the commitment will be and also to understand how the EVET course will fit in with the total pattern of study. There are several options for the delivery of EVET courses e.g. 120 hours, 2 units x 1 year courses; 180 hours, 3 units x 1 year courses; and 240 hours, 4 unit courses which can be offered over one or two years. A small number of EVET ICF courses also offer specialisation units to complement 240 hour courses. Students who successfully complete all units may be eligible for a full Certificate qualification, rather than a Statement of Attainment.

Specific Requirements of EVET courses

It is important that students understand that enrolment in EVET courses requires a commitment to satisfactory completion. The specific requirements for EVET courses include the following:

- **NESA requirements** for completion of course work. If a student does not satisfactorily complete course work, they may be given an “N” Determination for the course or, they may be withdrawn from the course. External RTOs will monitor attendance and send regular reports to the student’s home school.
- **Student Commitment** – Once a student starts a course, they will be expected to commit to completing it as there is significant cost involved for the NSW Department of Education. Students will not be permitted to

change to another EVET course. Students who miss class work at school because of EVET course enrolments (including work placement) are responsible for following up with their teachers and catching up on missed work.

- **Travel** – Students studying EVET courses are responsible for organising their own transport to the study venue and also for making their way home at the conclusion of the class. Students are responsible for paying travel costs. Students will need to complete and submit an early leave application available from their Careers Advisor. Students will be issued with an early leave pass that should be shown when required. Students doing EVET courses may be given compensatory study periods during the week.
- **Proposed timetabling** – students should carefully check details to see when the EVET course will be delivered. EVET courses are conducted on different days of the week with many classes commencing at 1:30pm and ending at 5:30pm. For some courses, “block” attendance during term and/or school holidays may be necessary.
- **Online courses** require students to be able to work independently, have access to digital technology and to manage their time effectively to ensure they keep up with all work requirements.
- **Mandatory Work Placement applies to many EVET courses** and gives students the chance to learn new skills and apply the skills they learn from doing the course. It also helps students to:
 - gain insights into the kind of career that they would like to have.
 - make informed decisions about further training and study.
 - become more employable.
 - be better equipped for business and employment opportunities.

Failure to complete mandatory work placement could jeopardise the students’ satisfactory completion of the Preliminary or HSC units and could put their HSC at risk.

EVET 2024 Application Process

1. **Research:** Students interested in applying for an EVET course should research the course which interests them to learn about course content and possible career paths. Detailed information sheets are available for all courses listed on the EVET portal from your Careers Adviser. Additionally, some providers also send EVET course information to schools so students should ask Careers Advisers about this.
2. **Submit:** Students complete a detailed **Expression of Interest (EOI)** form (available from the Careers Adviser). Parents or guardians are required to sign the EOI to indicate their awareness of course requirements, as well as the level of commitment required by students. All students will need their ERN and NESA number to complete this form.
3. **Interview:** Some schools will require students to participate in an interview to discuss the reasons for applying for the course. Students will be expected to explain why enrolling in the course is important to future career planning and demonstrate a commitment to successfully completing the course. Parents may be asked to participate in these interviews. Where applicable, students may also need to participate in mandatory interviews and application processes as required by an RTO. Failure to participate in these processes will mean that the application will not be considered.
4. **Apply:** The closing date for 2024 EVET applications will be late in Term 3 (the exact date is yet to be finalised) Offers will be made from early November.

Expressing an interest in an EVET course does not guarantee that a student will be made an offer, nor that the course will be delivered in 2024. Some courses are very popular, and the number of applications exceeds available places. Occasionally, there may not be enough applications to form a class for some courses and the class will be cancelled.


EVET Providers

1. **NSW TAFE** is the largest provider of EVET course and the term ‘TVET’ refers to EVET programs delivered by TAFE NSW.
TAFE NSW delivers EVET courses at a number of locations which students in Sydney may be able to access including:


- **TAFE NSW Sydney Region** - Enmore, Gymea, Loftus, Meadowbank, Petersham, Randwick, St George, St Leonards and Ultimo TAFE colleges
 - **TAFE NSW Western Sydney Region** - Bankstown, Campbelltown, Granville, Lidcombe, Ingleburn (MBISC), Liverpool, Macquarie Fields, Miller, Padstow, Wetherill Park, Blacktown, Kingswood, Nepean and Nirimba TAFE colleges.
 - **TAFE Illawarra Region** - Moss Vale, Wollongong, and Goulburn TAFE Colleges.
 - **TAFE Digital** offers a large number of online EVET courses each year
2. **Private RTOs** - other RTOs which deliver EVET courses include:
- **Whitehouse Institute Pty Ltd** - offers design fundamentals courses. This RTO is located in central Sydney and courses are delivered during school holiday periods.
 - **NSW Health RTO**- offers Human Services nursing courses at several locations including Bankstown, Campbelltown, Concord, Fairfield, Liverpool, Rozelle and Bowral.
 - **Taronga Institute RTO** - offers animal studies courses at Taronga Zoo, Mosman.
 - **UAVAIR** – delivers aviation remote pilot courses. Delivery locations vary each year.
 - **Academy of Interactive Entertainment** – offers online creative industries courses both online and at a Sydney campus.
 - **Australian Careers Business College** - offers courses such as financial services, business services and child studies. Course delivery may be online or at sites such as Liverpool, Parramatta, and Wollongong.

Students should speak to their Careers Adviser about the full list of courses that will be available in 2024.

Business Services (BSB30120)

 <p>Education</p>	2024 Business Services Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>		
<p>Course: Business Services Board Developed Course (240 hour)</p>	<p>2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course</p>	
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business https://training.gov.au/training/details/bsb30120. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>		
<p>Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.</p>		
<p>Business Services Training Package (BSB 8.0) Units of Competency</p>		
<p>Core BSBCRT311 Apply critical thinking skills in a team environment BSBPEF201 Support personal wellbeing in the workplace BSBSUS211 Participate in sustainable work practices BSBTWK301 Use inclusive work practices BSBWHS311 Assist with maintaining workplace safety BSBXCM301 Engage in workplace communication</p> <p>Elective BSBTEC303 Create electronic presentation</p>	<p>Elective BSBTEC202 Use digital technologies to communicate in the work environment BSBOPS201 Work effectively in business environments BSBOPS301 Maintain business resources BSBINS302 Organise workplace information BSBTEC301 Design and produce business documents BSBTEC201 Use business software applications BSBPEF301 Organise personal work priorities</p>	
<p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p>		
<p>Pathways to Industry - Skills gained in this course transfer to other occupations</p>		
<ul style="list-style-type: none"> working within the business services industry involves customer (client) service using technology to organise information 	<ul style="list-style-type: none"> creativity critical thinking problem solving 	
<p>Examples of occupations in the business services industry:</p>		
<ul style="list-style-type: none"> medical administration clerical worker 	<ul style="list-style-type: none"> office administration receptionist 	<ul style="list-style-type: none"> information desk operator records and information administration
<p>Mandatory HSC Course Requirements</p>		
<p>Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.</p>		
<p>External Assessment (optional HSC examination for ATAR purposes)</p>		
<p>The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>		
<p>Competency-Based Assessment</p>		
<p>In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.</p>		
<p>Appeals and Complaints</p>		
<p>You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p>		
<p>Course Cost: Resources & Consumables Year 11 \$ 40.00 Year 12 \$40.00 (cost is based on 2023 cohorts)</p>	<p>Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>	
<p>A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p>		
<p>Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>		
<p>2024 Course Descriptor BSB30120 Certificate III in Business</p>	<p>RTO - Department of Education - 90333, 90222, 90072, 90162</p>	<p>Version 0.13</p>
<p><i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i></p>		

Cookery (SIT20421)

 <p>Education</p>	<p>2024 Cookery Course Descriptor SIT20421 Certificate II in Cookery – Release RTO - Department of Education - 90333, 90222, 90072, 90162</p>																											
<p><i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i></p>																												
<p>Course: Hospitality Board Developed Course (240 hour)</p>	<p>2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course</p>																											
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) https://training.gov.au/Training/Details/SIT20421. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>																												
<p>Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.</p>																												
<p>Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency</p>																												
<p>Core</p> <table border="0"> <tr><td>SITXFSA005</td><td>Use hygienic practices for food safety</td></tr> <tr><td>SITXWHS005</td><td>Participate in safe work practices</td></tr> <tr><td>SITHCCC023</td><td>Use food preparation equipment</td></tr> <tr><td>SITHCCC027</td><td>Prepare dishes using basic methods of cookery</td></tr> <tr><td>SITHCCC034</td><td>Work effectively in a commercial kitchen</td></tr> <tr><td>SITHKOP009</td><td>Clean kitchen premises and equipment</td></tr> <tr><td>SITXINV006</td><td>Receive, store and maintain stock</td></tr> </table>		SITXFSA005	Use hygienic practices for food safety	SITXWHS005	Participate in safe work practices	SITHCCC023	Use food preparation equipment	SITHCCC027	Prepare dishes using basic methods of cookery	SITHCCC034	Work effectively in a commercial kitchen	SITHKOP009	Clean kitchen premises and equipment	SITXINV006	Receive, store and maintain stock	<p>Elective</p> <table border="0"> <tr><td>SITXFSA006</td><td>Participate in safe food handling practices</td></tr> <tr><td>SITHCCC025</td><td>Prepare and present sandwiches</td></tr> <tr><td>SITHCCC024</td><td>Prepare and present simple dishes</td></tr> <tr><td>SITHCCC026</td><td>Packaged prepared foodstuffs</td></tr> <tr><td>SITXCOM007</td><td>Show social and cultural sensitivity</td></tr> <tr><td>SITXCCS011</td><td>Interact with customers</td></tr> </table>	SITXFSA006	Participate in safe food handling practices	SITHCCC025	Prepare and present sandwiches	SITHCCC024	Prepare and present simple dishes	SITHCCC026	Packaged prepared foodstuffs	SITXCOM007	Show social and cultural sensitivity	SITXCCS011	Interact with customers
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<p>Pathways to Industry - Skills gained in this course transfer to other occupations</p>																												
<p>Working within the hospitality industry involves</p> <ul style="list-style-type: none"> ▪ organising information and records in both paper and electronic forms ▪ customer (client) service 	<ul style="list-style-type: none"> ▪ teamwork ▪ using technologies ▪ creating documents 																											
<p>Examples of occupations in the hospitality (kitchen operations) industry:</p> <ul style="list-style-type: none"> • breakfast cook • catering assistant • fast food cook • sandwich hand • take-away cook • function cook 																												
<p>Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>																												
<p>Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>																												
<p>Resources: Year 11 \$120.00 + 20.00(tool kit) + chef uniform one-off in Year 11 \$85.00 (approx.) Resources Year 12 \$120.00 + 20.00(tool kit)(cost is based on 2023 cohorts) Refund Arrangements on a pro-rata basis</p>	<p>Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>																											
<p>A school-based traineeship is not available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p>																												
<p>Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>																												
<p>2024 Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.10 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</p>																												

Work Studies**Board Endorsed Course**

2 units for each of Preliminary and HSC Content Endorsed Course	Exclusions: Nil
Course Description	
<p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.</p> <p>This course in Work Studies will assist students to:</p> <ul style="list-style-type: none"> • recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities • develop an understanding of the changing nature of work organisation and the implications for individuals and society • undertake an extended work placement to allow for the development of specific job-related skills • acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas • develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. 	
Preliminary and HSC Course – Main Topics Covered	
<p>Themes Embedded in Core and Modules</p> <ul style="list-style-type: none"> • Career Planning • Performing Work Tasks • Working With Others • Managing Change <p>Core My Working Life</p> <p>Modules There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.</p> <ol style="list-style-type: none"> 1. In the Workplace 2. Preparing Job Applications 3. Workplace Communication 4. Teamwork and Enterprise Skills 5. Managing Work and Life Commitments 6. Personal Finance 7. * Workplace Issues (the prerequisite module is In the Workplace) 8. * Self-Employment (the prerequisite module is Managing Work and Life Commitments) 9. * Team Enterprise Project (the prerequisite module is Teamwork and Enterprise Skills) 10. Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time) 11. School-Developed Module (one or two of these modules may be undertaken, provided that they do not exceed 25 percent of course time). <ul style="list-style-type: none"> • Modules 7, 8 and 9, require the completion of prerequisite modules or appropriate prior learning 	
Other Information	
<p>There is no external examination (delivered by NESAs) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.</p>	

External Vocational Education and Training (EVET)

VET Courses delivered by external providers (EVET) are courses, developed or endorsed by the NESA, which senior secondary school students may study at a TAFE NSW / external providers while completing their HSC at school.

EVET courses are taught by teachers usually at a TAFE NSW/external providers college/campus. As these students are enrolled in EVET NSW they are subject to student rights, obligations and policies and also receive credentials on successful completion of their studies. In some cases, courses are delivered by teachers using school or other facilities.

Students can also undertake HSC VET courses through shared school /TAFE /external providers delivery. Students can check which EVET courses are available in their area, but must apply through their school.

Some EVET courses are listed below:

ATAR	Non-ATAR
Allied Health Assistance (Nursing) Automotive 120 Hrs Automotive 240 Hrs Automotive Paint/Panel Business Services Cookery Computer Assembly and Repair Electrotechnology (Electrical) Entertainment Financial Services Financial Services (Accounts Administrations) Health Services Assistance - Certificate III Information Technology Retail Services Tourism (Events Coordination) Tourism	Advertising Media Animal Studies Automotive Vehicle Trimming - Statement of Attainment Aviation - Aircraft Operation (Theory) Baking - Retail Beauty Therapy (Makeup Services) 120 Hrs Beauty Therapy (Makeup Services) 240 Hrs Boating Services Business Management (Human Resources) Children's Services Introduction Community Recreation (Sport & Recreation Fitness) Computer Aided Drafting (CAD) Design Fundamentals (Digital Prototyping) Design Fundamentals (Fashion Design) Design Fundamentals (Graphic Design) Design Fundamentals (Interior Design) Design Fundamentals (Jewellery and Object Design) Fashion Design (120 Hrs) Fashion Design (240 Hrs) Fashion Design and Technology Floristry Hairdressing Maritime Operations Marketing Media Journalism Metals and Engineering Multimedia/Digital Design Music Industry (Foundation) Outdoor Recreation Plumbing Property Services Radio Broadcasting (Screen and Media) Sail Making Sculpture (Visual Arts & Contemporary Crafts) Sport and Recreation Screen & Media Web Design