



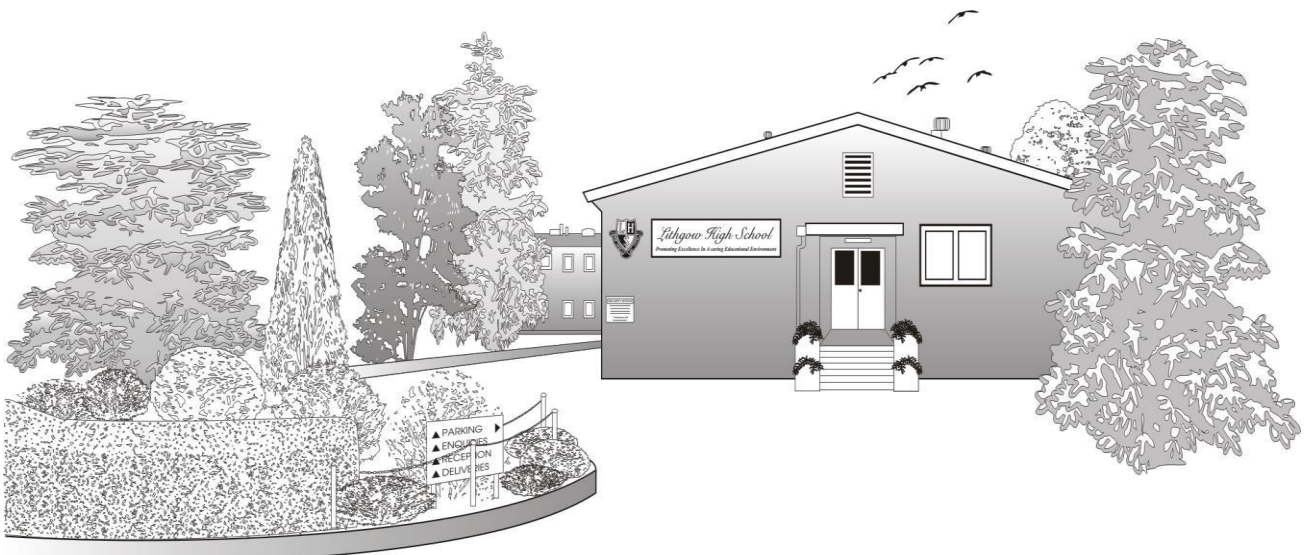
# *Lithgow High School*

*Promoting Excellence In A Caring Educational Environment*

## **Year 11**

# **Subject Selection Book**

## **2021**



# Stage 6

## Important Note for Students and Parents

The inclusion of a course in this booklet does **not** constitute a guarantee that it will run in 2021. Courses will only commence if a sufficient number of students select them, and if the school still has staff with the required subject expertise in 2021. This not only means that any particular course could be cancelled before the end of 2020, but also that it could be cancelled at the start of next year if the number of students starting Year 11 in 2021 is lower than expected.

It is also possible that timetable restrictions might affect students' subject selections, since it is impossible for any school to create a timetable which can offer every student all possible combinations of subjects he or she may choose. Consequently, students could find that a timetable clash prevents their accessing all of the subjects they want, even if those subjects do run in 2021.

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# General Year 12 Rules and Information

## Types of Courses

There are three main types of courses in the senior school.

### Board Developed Courses

The content of these courses is determined by NESA and distributed to schools so that students throughout the state study the same course content. The **Australian Tertiary Admission Rank (ATAR)** is calculated from Board Developed courses only.

### Endorsed Courses

Endorsed courses are designed by NESA or individual schools. They appear on a student's Year 11 Year Record of Achievement and/or, if taken in the Year 12 year, on a student's Higher School Certificate. **They do not, however, count towards the Australian Tertiary Admission Rank.**

### Board VET Framework Courses

These Vocational Education and Training courses are Board Developed courses which have a compulsory work placement component and an optional examination. Students who need their VET course for the ATAR will have to sit the external Year 12 exam at the end of Year 12. Those who do not need the course for their ATAR can choose to complete it without taking the final Year 12 exam. Students are credited with the course in their Year 12 and also receive Australian Qualifications Framework accreditation.

## Course Unit Values and Levels of Complexity

All senior school courses have a unit value, such as Visual Arts 2 Unit or English Extension 1 Unit. The unit value simply indicates the size of the course: a two unit course requires twice as much study as a one unit course. The unit value also indicates the number of marks available in a course: each unit is worth a maximum of 50 marks, so any 2 unit course – the most common course size - is worth a maximum of 100 marks.

Several subjects are offered at varying levels of complexity and sophistication, and this is reflected in the course name. English Standard 2 Unit, for example, does not delve as deeply into the study of English as English Advanced, and Mathematics Standard is a less sophisticated study of Mathematics than the Mathematics Advanced course. With both English and Mathematics there is an option for students to study a Board Developed course that has an optional Year 12 exam, meaning students who are selecting a non-ATAR pattern of study are not required to sit the Year 12 exam.

## Year 11 and Year 12 Courses

All two-year courses consist of a Year 11 course followed by the Year 12 course, and satisfactory completion of the Year 11 course is a prerequisite for entry into the Year 12 course.

### Year 12 Minimum Standard

- From 2020, students need to demonstrate they have met a minimum standard in literacy and numeracy to be eligible for a HSC.
- Students will show they meet the HSC minimum standard by passing online tests of basic literacy and numeracy skills, which are available for them to sit when they are ready in Year 10, 11 and 12 and after the HSC.

## Year 12 Requirements

To be eligible for Year 12, each student must complete at least **twelve** Year 11 Units and **ten** Year 12 Units.

Both the Year 11 and Year 12 pattern of courses must include:

- at least 2 units of a Board Developed English course;
- a minimum of 6 units from Board Developed courses\*;
- a minimum of three courses of at least 2 units value; and
- at least four subjects.

\*If a student wishes to receive an ATAR, he or she must take at least **ten** units of Board Developed courses.

At most 7 units of courses in Science can count towards Higher School Certificate eligibility.

## Australian Tertiary Admission Rank (ATAR)

The ATAR is a number between 0 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the Year 12 which assists universities in ranking applicants for university selection. The top scorers will receive a rank of 99.95 and all other candidates will be ranged below that number.

The ATAR is calculated from a student's TEN best Board Developed units in the Year 12, subject to the following restrictions.

- Two units of English must be included (even if that is a student's worst subject).
- A student's pattern of courses must contain at least three courses of two units or greater and at least four subjects.
- No more than two units of Category B courses (see below) can be counted towards the ATAR.

Information on the ATAR scores required for entry to university courses is contained in the **Universities Admissions Centre (UAC) Handbook**. Copies of this book can be borrowed from the Careers office or the school library.

## Category B Subjects

The following subjects have been categorised as Category B subjects for ATAR calculation purposes.

- Business Services
- Hospitality
- Mathematics Standard
- Construction
- Human Services
- Metal and Engineering
- Electro technology
- Information Technology
- Primary Industries
- English Studies
- Tourism

## Life Skills Year 12

Students with learning difficulties can take a modified form of Year 12 called a **Life Skills Year 12**. Students on this program, depending on their subject pattern, can take all of their subjects as Life Skills subjects or can take a combination of *Life Skills* and mainstream Year 12 subjects. Details of this program are available on request.

## School Contribution and Course Costs

The School Contribution for Stage Six students, as determined by the Finance Committee, is **\$80.00**. There is also a booklet fee of \$2.00 and \$4.00 respectively for the Year 11 and Year 12 examinations.

Some courses require the use of additional materials to achieve the course outcomes. The cost of these additional materials must be met by the student. These costs are stated in each course description.

**By enrolling in courses which have subject fees, students are entering into an agreement to pay these course costs.**

## Subject Selection

This year, students' subject selections will be made online. Please see the instructions on pages 53 - 58 of this book.

# Year 11 Courses 2021

## Board Developed Courses

*These count towards the Year 12 and the ATAR. Year 12 examination are optional for English Studies,*

*Mathematics Standard and VET framework courses*

*(All are 2 Unit unless otherwise indicated. Course costs nil unless otherwise indicated.)*

Aboriginal Studies

Agriculture **Cost: \$50**

Ancient History

Biology

Business Studies

Chemistry

Community and Family Studies

Dance

Drama

Earth and Environmental Science

Engineering Studies **Cost: \$20**

English

English Advanced

English Extension (1 unit)

English Standard

English Studies \* (Optional Year 12 EXAM)

Food Technology **Cost: \$50**

Geography

Industrial Technology:

*Automotive, Timber, or Metal* **Cost: \$75**

Investigating Science

Legal Studies

Mathematics

Mathematics Advanced

Mathematics Extension 1 (1 unit)

Mathematics Standard

Modern History

Music 1

Personal Development, Health and PE

Physics

Society and Culture **\$8**

Studies of Religion I

Studies of Religion II

Textiles and Design **Cost: \$80**

Visual Arts **Cost: \$50**

## Vocational Education Courses\*

Certificate II in Construction Pathways \* **Cost: \$100**

Certificate III in Information, Digital Media and

Technology \* **Cost: \$20**

\* *Category B Courses*

## Board Endorsed Courses

**These count towards the Year 12 but not the ATAR.**

*(All are 2 Unit unless otherwise indicated. Course costs nil unless otherwise indicated.)*

### School Courses

Certificate I in Engineering **Cost: \$100**

Exploring Early Childhood

Photography, Video & Digital Imaging **Cost: \$45**

Sport, Lifestyle & Recreation Studies

Work Studies

# Year 11 Course Descriptions 2021



|  |   |
|--|---|
| <b>Aboriginal Studies</b><br>2 units for each of Year 11 and Year 12<br>Board Developed Course   | <b>Course Cost:</b> Nil<br><br><b>Exclusions:</b> Nil |
| <b>Course Description</b><br>Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. The course challenges understandings of Australia’s past, examines current issues facing Aboriginal communities and helps students change the way they see the world. Aboriginal Studies encourages all students to take an active role in the process of reconciliation and social justice. It provides them with key skills to enter the fields of law, education, health, politics, science, tourism and land management.  |   |
| <b>Main Topics Covered</b><br>The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. Students engage in a comparative study of an International Indigenous community and their local Aboriginal community.<br>The Year 12 course allows students to investigate contemporary challenges facing Aboriginal communities, particularly in the areas of health, criminal justice, law and education. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.   |   |
| <b>Year 11</b> <ul style="list-style-type: none"> <li>• <b>Aboriginality and the Land (20%)</b> <ul style="list-style-type: none"> <li>○ Aboriginal peoples' relationship to Country and the dispossession and potential genocide of Aboriginal peoples as a result of British colonisation.</li> </ul> </li> <li>• <b>Heritage and Identity (30%)</b> <ul style="list-style-type: none"> <li>○ The Dreaming and diversity of Aboriginal cultural and social life</li> <li>○ The impact of racism and stereotyping on Aboriginal cultures and families</li> </ul> </li> <li>• <b>International Indigenous Community: Comparative Study (25%)</b> <ul style="list-style-type: none"> <li>○ Comparison of the key features and experiences of an international Indigenous community with an Australian Aboriginal community</li> </ul> </li> <li>• <b>Research and Inquiry Methods: Local Community Case Study (25%)</b> <ul style="list-style-type: none"> <li>○ Students learn how to communicate, consult and research with Aboriginal peoples</li> </ul> </li> </ul> |   |
| <b>Year 12</b> <ul style="list-style-type: none"> <li>• <b>Social Justice and Human Rights Issues (20%)</b> <ul style="list-style-type: none"> <li>○ Global understanding of human rights and social justice</li> </ul> </li> <li>• <b>Comparative Study (30%)</b> <ul style="list-style-type: none"> <li>○ A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Employment, Criminal Justice,</li> </ul> </li> <li>• <b>Aboriginality and the Land (20%)</b> <ul style="list-style-type: none"> <li>○ The Land Rights movement and the recognition of native title OR</li> <li>○ Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity</li> </ul> </li> <li>• <b>Research and Inquiry Methods – Major Project (30%)</b> <ul style="list-style-type: none"> <li>○ Choice of project topic based on student interest.</li> </ul> </li> </ul>   |   |
| <b>Particular Course Requirements</b><br>In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.  |   |

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|---|--------------------------|
| <b>Agriculture</b>  | <b>Course Cost: \$50</b> |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course   | <b>Exclusions: Nil</b>   |
| <p><b>Course Description</b></p> <p>The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p> |                          |
| <p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Overview (15%)</li> <li>• The Farm Case Study (25%)</li> <li>• Plant Production (30%)</li> <li>• Animal Production (30%)</li> </ul> <p><b>Year 12 Course Core (80%)</b></p> <ul style="list-style-type: none"> <li>• Plant/Animal Production (50%)</li> <li>• Farm Product Study (30%)</li> </ul>   |                          |
| <p><b>Elective (20%)</b></p> <p>Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> <li>• Agri-food, Fibre and Fuel Technologies</li> <li>• Climate Challenge • Farming for the 21st Century</li> </ul>  |                          |
| <p><b>Particular Course Requirements</b></p> <p>Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.</p>   |                          |

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| <b>Ancient History</b>   | <b>Course Cost: Nil</b> |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course  | <b>Exclusions: Nil</b>  |
| <b>Course Description</b>  |                         |
| <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>   |                         |
| <b>Main Topics Covered</b>   |                         |
| <b>Year 11</b>   |                         |
| <p>The Year 11 course comprises of three sections.</p> <ul style="list-style-type: none"> <li>• Investigating Ancient History (60 indicative hours) <ul style="list-style-type: none"> <li>○ The Nature of Ancient History – at least ONE of the following: <ul style="list-style-type: none"> <li>▪ The Investigation of Ancient Sites and Sources</li> <li>▪ Historical Authentication and Reliability</li> <li>▪ The Representation of the Ancient Past</li> <li>▪ Preservation, Conservation and/or Reconstruction of Ancient Sites</li> <li>▪ Cultural Heritage and the Role of Museums</li> <li>▪ The Treatment and Display of Human Remains</li> </ul> </li> <li>○ Case Studies <ul style="list-style-type: none"> <li>▪ At least ONE from Egypt/Greece/Rome/Celtic Europe</li> <li>▪ At least ONE from Australia/Asia/the Near East/the Americas</li> </ul> </li> </ul> </li> <li>• Features of Ancient Societies (40 indicative hours) – TWO societies studied</li> <li>• Historical Investigation (20 indicative hours) – a topic of student interest</li> </ul> |                         |
| <b>Year 12</b>   |                         |
| <p>The Year 12 course comprises of four sections.</p> <ul style="list-style-type: none"> <li>• Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)</li> <li>• Ancient Societies (30 indicative hours) – ONE society studied</li> <li>• Personalities in their Times (30 Indicative hours) – ONE personality studied</li> <li>• Historical Periods (30 indicative hours) – ONE period studied</li> </ul> <p>The Year 12 course requires study from at least two of the following areas:</p> <ul style="list-style-type: none"> <li>• Egypt</li> <li>• Near East</li> <li>• China</li> <li>• Greece</li> <li>• Rome (the core study is considered Roman).</li> </ul>  |                         |

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| <b>Biology</b>   | <b>Course Cost:</b> Nil  |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course  | <b>Exclusions:</b> Nil. Board Developed Course   |
| <p><b>Course Description</b></p> <p>The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in treatment, prevention and control of infectious and non-infectious diseases.</p>       |  |
| <p><b>Topics Covered</b></p> <p><b>The Year 11 course consists of four modules.</b></p> <p><b>Module 1</b> Cells as the Basis of Life<br/> <b>Module 2</b> Organisation of Living Things<br/> <b>Module 3</b> Biological Diversity<br/> <b>Module 4</b> Ecosystem Dynamics</p>   | <p><b>The Year 12 course consists of four modules.</b></p> <p><b>Module 5</b> Heredity<br/> <b>Module 6</b> Genetic Change<br/> <b>Module 7</b> Infectious Disease<br/> <b>Module 8</b> Non-infectious Disease and Disorders</p> |
| <p><b>Course Requirements</b></p> <ul style="list-style-type: none"> <li>• Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</li> <li>• A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.</li> <li>• Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</li> <li>• Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</li> </ul> |  |

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| <b>Business Studies</b>  | <b>Course Cost: Nil</b> |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course  | <b>Exclusions: Nil</b>  |
| <p><b>Course Description</b><br/> Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p> |                         |
| <b>Main Topics Covered</b>   |                         |
| <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Nature of business (20%) <ul style="list-style-type: none"> <li>○ The role and nature of business</li> </ul> </li> <li>• Business management (40%) <ul style="list-style-type: none"> <li>○ The nature and responsibilities of management</li> </ul> </li> <li>• Business planning (40%) <ul style="list-style-type: none"> <li>○ Establishing and planning a small to medium enterprise</li> </ul> </li> </ul>   |                         |
| <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Operations (25%) <ul style="list-style-type: none"> <li>○ Strategies for effective operations management</li> </ul> </li> <li>• Marketing (25%) <ul style="list-style-type: none"> <li>○ Development and implementation of successful marketing strategies</li> </ul> </li> <li>• Finance (25%) <ul style="list-style-type: none"> <li>○ Financial information in the planning and management of business</li> </ul> </li> <li>• Human resources (25%) <ul style="list-style-type: none"> <li>○ Human resource management and business performance</li> </ul> </li> </ul>   |                         |

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| <b>Chemistry</b>  | <b>Course Cost:</b> Nil  |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course   | <b>Exclusions:</b> Nil   |
| <p><b>Course Description</b></p> <p>The <b>Year 11</b> course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The <b>Year 12</b> course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.</p> |  |
| <p><b>Content</b></p> <p><b>The Year 11 course consists of four modules.</b></p> <p><b>Module 1</b> Properties and Structure of Matter</p> <p><b>Module 2</b> Introduction to Quantitative Chemistry</p> <p><b>Module 3</b> Reactive Chemistry</p> <p><b>Module 4</b> Drivers of Reactions</p>  | <p><b>The Year 12 course consists of four modules.</b></p> <p><b>Module 5</b> Equilibrium and Acid Reactions</p> <p><b>Module 6</b> Acid/base Reaction</p> <p><b>Module 7</b> Organic Chemistry</p> <p><b>Module 8</b> Applying Chemical Ideas</p> |
| <p><b>Course Requirements</b></p> <ul style="list-style-type: none"> <li>• Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</li> <li>• A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.</li> <li>• Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</li> </ul>  |  |

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| <b>Community and Family Studies</b>  | <b>Course Cost:</b> Nil |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course  | <b>Exclusions:</b> Nil  |
| <p><b>Course Description</b><br/>Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>  |                         |
| <p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• <b>Resource Management</b> Basic concepts of the resource management process (approximately 20% of course time).</li> <li>• <b>Individuals and Groups</b> Individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>• <b>Families and Communities</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• <b>Research Methodology</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>• <b>Groups in Context</b> Characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>• <b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <p><b>Year 12 Option Modules</b><br/>Select <b>one</b> of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> <li>• <b>Family and Societal Interactions</b> Government and community structures that support and protect family members throughout their lifespan.</li> <li>• <b>Social Impact of Technology</b> The impact of evolving technologies on individuals and lifestyle.</li> <li>• <b>Individuals and Work</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul> |                         |
| <p><b>Particular Course Requirements</b><br/>Students are required to complete an Independent Research Project as part of the Year 12 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.</p>   |                         |

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| <b>Dance</b>  | <b>Course Cost: Nil</b> |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course   |                         |
| <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.   |                         |
| <p><b>Course Description</b></p> <p>Year 11 Course</p> <p>Students study Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.</p>   |                         |
| <p>Components to be completed are:</p> <ul style="list-style-type: none"> <li>• Performance (40%)</li> <li>• Composition (20%)</li> <li>• Appreciation (20%)</li> <li>• Additional (20%) (to be allocated by the teacher to suit the specific circumstances or context of the class).</li> </ul> <p>Year 12 Course</p> <p>Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology</p> <ul style="list-style-type: none"> <li>• Core (60%) Performance 20%, Composition 20%, Appreciation 20%</li> <li>• Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.</li> </ul> |                         |
| <p><b>Particular Course Requirements</b></p> <p>The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.</p> <p>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 Year 12 Course in Core Appreciation and Major Study Appreciation.</p>   |                         |



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| <b>Drama</b>   | <b>Course Cost:</b> Nil |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course  |                         |
| <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.  |                         |
| <p><b>Course Description</b><br/>Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p>  |                         |
| <p><b>Year 11 Course</b><br/>Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p><b>Year 12 Course</b><br/>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.<br/>The <b>Group Performance</b> (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.<br/>For the <b>Individual Project</b>, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.</p> |                         |
| <p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Improvisation, Play-building, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core content)</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance (Core content)</li> <li>• Individual Project</li> </ul> <p style="text-align: right;">Assessment will be based on both theory and practical work.</p>  |                         |
| <p><b>Particular Course Requirements</b><br/>The Year 11 course informs learning in the Year 12 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 <i>Course Prescriptions</i> 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 Year 12 course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other Year 12 course when choosing Individual Projects.</p>   |                         |

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| <b>Earth and Environmental Science 2 units for Year 11 and Year 12</b>  | <b>Course Cost:</b> Nil  |
| 2 units for each for Year 11 and Year 12<br>Board Developed Course  | <b>Exclusions:</b> Nil. Board Developed Course   |
| <p><b>Course Description</b></p> <p>The Year 11 course investigates the origins of the Earth, the formation and properties of minerals, tectonic movements and energy transformations that occur. It also includes the study of human impact on the Earth's surface and its resources as well as the different methods of mining these resources in Australia.</p>  |  |
| <p>The Year 12 course investigates the process of plate tectonics and the interactions of water and supercycles with the formation of our continents and the development of life on Earth. It also investigates the causes and effects of natural hazards and how these effects can be reduced. Finally, this course looks to provide a better understanding of climate change, sustainability and the need for resource management.</p>  |  |
| <p><b>Topics Covered</b></p> <p><b>The Year 11 course consists of four modules.</b></p> <p><b>Module 1</b> Earth's Resources<br/> <b>Module 2</b> Plate Tectonics<br/> <b>Module 3</b> Energy Transformations<br/> <b>Module 4</b> Human Impacts</p>  | <p><b>The Year 12 course consists of four modules.</b></p> <p><b>Module 5</b> Earth's Processes<br/> <b>Module 6</b> Hazards<br/> <b>Module 7</b> Climate Science<br/> <b>Module 8</b> Resource Management</p> |
| <p><b>Course Requirements</b></p> <ul style="list-style-type: none"> <li>• Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</li> <li>• A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.</li> <li>• Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time in each course.</li> <li>• Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.</li> </ul> |  |

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| <b>Engineering Studies</b>  | <b>Course Cost:</b> (including drawing equipment): \$20  |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course   | <b>Exclusions:</b> Nil   |
| <p><b>Course Description</b><br/>Both Year 11 and Year 12 courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.</p> <p>Students study engineering by investigating a range of applications and fields of engineering.</p>  |  |
| <p><b>Year 11 modules</b></p> <p><b>Engineering application module 1</b><br/>Engineering fundamentals</p> <p><b>Engineering application module 2</b><br/>Engineered products</p> <p><b>Engineering application module 3</b><br/>Braking systems</p> <p><b>Engineering focus module 4</b><br/>Biomedical engineering</p>   | <p><b>Year 12 modules</b></p> <p><b>Engineering application module</b><br/>Civil structures</p> <p><b>Engineering application module</b><br/>Personal and public transport</p> <p><b>Engineering focus module</b><br/>Aeronautical engineering</p> <p><b>Engineering focus module</b><br/>Telecommunications engineering</p> |
| <p><b>Particular Course Requirements - Engineering Reports</b><br/>In the engineering profession, an Engineering Report contributes to effective management, communication, decision - making and teamwork by providing a synthesis of the various elements that are relevant to a given project. The process of reporting on investigation and practical activities in this course will be through the preparation of Engineering Reports.</p> <p>In the Year 11 course, students will learn to understand the significance of an Engineering Report and then develop an Engineering Report. Students are first required to produce a component of an Engineering Report in Engineering application module 3, Braking systems, before producing a complete Engineering Report in Engineering focus module 4, Biomedical engineering.</p> <p>Reports will be less detailed in the Year 11 course than those required for the Year 12 course.</p> <p>In the Year 12 course students must produce <b>one</b> Engineering Report from either of the two Engineering application modules of Civil structures or Personal and public transport, and <b>one</b> from either of the two engineering focus modules of Aeronautical engineering or Telecommunications engineering.</p> <p>Reports developed in the Year 12 course should encompass a degree of both analysis and synthesis of relevant content, and reflect actual engineering practice.</p> |  |

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| <b>English (Advanced)</b>  | <b>Course Cost:</b> Nil  |
| 2 units for each Year 11 and Year 12<br>Board Developed Course   | <b>Exclusions:</b> English (Standard);<br>Fundamentals of English; English (ESL) |
| <p><b>Course Description</b></p> <p>In the English (Advanced) Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English (Advanced) Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.</p> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>  |  |
| <p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b> - The course has two sections:</p> <ul style="list-style-type: none"> <li>• Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</li> <li>• Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.</li> </ul> <p><b>Year 12 Course</b> - The course has two sections:</p> <ul style="list-style-type: none"> <li>• The Year 12 Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the Year 12 standard, the Year 12 Advanced and the Year 12 English Studies courses where students analyse and explore texts and apply skills in synthesis.</li> <li>• Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.</li> </ul> |  |
| <p><b>Particular Course Requirements</b></p> <p>Across the English Advanced Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>• A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>• Texts with a wide range of cultural, social and gender perspectives.</li> </ul> <p><b>Year 11</b></p> <p>Students are required to study:</p> <ul style="list-style-type: none"> <li>• A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• A wide range of additional related texts and textual forms.</li> </ul>  |  |

## **Year 12**

Students are required to study:

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

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|---|-------------------------|
| <b>Year 11 English Extension</b><br><b>Year 12 English Extension 1</b><br><b>Year 12 English Extension 2</b>  | <b>Course Cost: Nil</b> |
| <p>1 unit for Year 11 and Year 12<br/>Board Developed Course</p> <p><b>Prerequisites:</b></p> <p>(a) English Advanced</p> <p>(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12</p> <p>(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2</p> <p><b>Exclusions:</b> English Standard; English Studies; English EAL/D</p>   |                         |
| <p><b>Course Description</b></p> <p>In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.</p> <p>In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p>In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.</p> <p>In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.</p> |                         |
| <p><b>Main Topics Covered</b></p> <p><b>Year 11 Extension Course</b><br/>The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.</p> <p><b>Year 12 English Extension Course 1</b><br/>English Extension 1 course – The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> <p>The electives are:</p> <ul style="list-style-type: none"> <li>• Literary homelands</li> <li>• Worlds of upheaval</li> <li>• Reimagined worlds</li> <li>• Literary mindscapes</li> <li>• Intersecting worlds</li> </ul> <p><b>Year 12 English Extension Course 2</b><br/>English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p>   |                         |

## Particular Course Requirements

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

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

### Year 11

Students are required to:

Examine a key text from the past and its manifestations in one or more recent cultures explore, analyse and critically evaluate different examples of such texts in a range of contexts and media

Undertake a related research project.

### Year 12

In the English Extension 1 Year 12 course students are required to study:

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

At least TWO related texts.

In the English Extension 2 course students are required to:

Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- Short fiction
- Creative non-fiction
- Poetry
- Critical response
- Script - short film, television, drama
- Podcasts - drama, storytelling, speeches, performance poetry
- Multimedia.

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|---|---|
| <b>English (Standard)</b>   | <b>Course Cost:</b> Nil   |
| 2 units for each of Year 11 and Year 12 Board Developed Course  | <b>Exclusions:</b> English (Advanced); English (ESL); English (Extension) |
| <p><b>Course Description</b></p> <p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from prose fiction, poetry or drama, film or media or nonfiction texts.</p>  |   |
| <p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b> - The course has two sections:</p> <ul style="list-style-type: none"> <li>• Content common to the Standard and Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</li> <li>• Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning.</li> </ul> <p><b>Year 12 Course</b> - The course has two sections:</p> <ul style="list-style-type: none"> <li>• The Year 12 Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the Year 12 Standard, the Year 12 Advanced and the Year 12 English Studies courses where students analyse and explore texts and apply skills in synthesis.</li> <li>• Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> </ul>   |   |
| <p><b>Particular Course Requirements</b></p> <p>Across the English Standard Stage 6 Course students are required to study:</p> <p>A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</p> <p>Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</p> <p>A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</p> <p>Texts with a wide range of cultural, social and gender perspectives.</p> <p><b>Year 11</b></p> <p>Students are required to study:</p> <ul style="list-style-type: none"> <li>• One complex multimodal or digital text in Module A (this may include the study of film)</li> <li>• 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</li> <li>• A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• A wide range of additional related texts and textual forms</li> </ul> |   |



**Year 12**

Students are required to study:

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

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| <b>English Studies</b>  | <b>Course Cost:</b> Nil   |
| 2 units for each Year 11 and Year 12 years<br>Content Endorsed Course   | <b>Exclusions:</b> English (Standard); English (Advanced); English (ESL); English (Extension) |
| <p><b>Course Entry Guidelines</b></p> <p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.</p> <p>Due to changes in the English Studies course, students considering choosing this course should be advised that:</p> <ul style="list-style-type: none"> <li>• English Studies is now a Stage 6 Board Developed Course with an optional Year 12 examination.</li> <li>• Students who complete the course and elect to take the option Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.</li> <li>• Students choosing not to sit for the English Studies Year 12 examination will still be eligible for the Year 12.</li> <li>• The status of ATAR eligibility is not yet determined.</li> </ul>  |   |
| <p><b>Course Description</b></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> <p>In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.</p>  |   |
| <p><b>Main Topics Covered</b></p> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Students study the mandatory module <i>Achieving through English – English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.</li> <li><input type="checkbox"/> Students study 2-4 additional syllabus modules (selected based on their needs and interests).</li> <li><input type="checkbox"/> Students may also study an optional teacher-developed module.</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Year 12 Common Content consists of one module <i>Texts and Human Experiences</i> which is also common to the Year 12 Standard and Year 12 Advanced courses where students analyse and explore texts and apply skills in synthesis.</li> <li><input type="checkbox"/> Students study 2-4 additional syllabus modules (selected based on their needs and interests).</li> <li><input type="checkbox"/> Students may also study an optional teacher-developed module.</li> </ul> |   |

### **Particular Course Requirements**

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

- A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia

- A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- Texts with a wide range of cultural, social and gender perspectives.

### **Year 11 and Year 12**

Students are required to:

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

### **Year 12**

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

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

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| <b>Exploring Early Childhood</b>  |                        |
| Content Endorsed Course   | <b>Exclusions:</b> Nil |
| <p>Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"> <li>• develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years</li> <li>• recognise the uniqueness of all children, including those who have special needs</li> <li>• become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play</li> <li>• identify the range of services developed and provided for young children and their families</li> <li>• consider the role of family and community in the growth, development and learning of young children</li> <li>• reflect upon potential implications for themselves as adults, in relation to young children</li> <li>• understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families</li> <li>• become aware of the work opportunities available in the area of children’s services.</li> </ul> |                        |

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| <b>Food Technology</b>   | <b>Course Cost: \$50</b> |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course  | <b>Exclusions: Nil</b>   |
| <p><b>Course Description</b></p> <p>The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The Year 12 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> |                          |
| <p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>   |                          |
| <p><b>Particular Course Requirements</b></p> <p>There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 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>   |                          |

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| <b>Geography</b>   | <b>Course Cost:</b> Nil |
| 2 units for each Year 11 and Year 12<br>Board Developed Course   | <b>Exclusions:</b> Nil  |
| <b>Course Description</b><br>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.<br>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. |                         |
| <b>Main Topics Covered</b><br><b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration   |                         |
| <b>Year 11</b> <ul style="list-style-type: none"> <li>• Biophysical Interactions (45%) <ul style="list-style-type: none"> <li>○ How biophysical processes contribute to sustainable management</li> </ul> </li> <li>• Global Challenges (45%) <ul style="list-style-type: none"> <li>○ Geographical study of issues at a global scale</li> </ul> </li> <li>• Senior Geography Project (10%) <ul style="list-style-type: none"> <li>○ A geographical study of student's own choosing</li> </ul> </li> </ul>   |                         |
| <b>Year 12</b> <ul style="list-style-type: none"> <li>• Ecosystems at Risk (33.3%) <ul style="list-style-type: none"> <li>○ The functioning of ecosystems, their management and protection</li> </ul> </li> <li>• Urban Places (33.3%) <ul style="list-style-type: none"> <li>○ Study of cities and urban dynamics</li> </ul> </li> <li>• People and Economic Activity (33.3%) <ul style="list-style-type: none"> <li>○ Geographic study of economic activity in a local and global context</li> </ul> </li> </ul>   |                         |
| <b>Particular Course Requirements</b><br>Students complete a Senior Geography Project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.  |                         |

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| <b>Industrial Technology</b>  | <b>Course Cost: \$75</b> |
| <p>2 units for each of Year 11 and Year 12 Board Developed Course</p> <p><b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses</p>  |                          |
| <p><b>Course Description</b></p> <p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>   |                          |
| <p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b></p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study - structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li> <li>• Design - elements and principles, types of design, quality, influences affecting design (10%)</li> <li>• Management and Communication - development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)</li> <li>• Production - display a range of skills through the construction of a number of projects (40%)</li> <li>• Industry Related Manufacturing Technology - understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li> </ul> <p><b>Year 12 Course</b></p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Major Project (60%) - Design, Management and Communication – Production</li> <li>• Industry Related Manufacturing Technology (25%)</li> </ul> |                          |
| <p><b>Particular Course Requirements</b></p> <p>In the Year 11 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 Year 11 course content. Students also undertake the study of an individual business within a focus area industry. In the Year 12 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>   |                          |

|   |  |
|---|--|
| <b>Investigating Science</b>  | <b>Course Cost:</b> Nil  |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course   | <b>Exclusions:</b> Nil. Board Developed Course   |
| <p><b>Course Description</b></p> <p>The Investigating Science Stage 6 course is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.</p> <p>The course promotes active enquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science in Stage 5. The Stage 6 course is designed to enhance students understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>Investigating Science encourages the development of a range of capabilities that enhance a student’s ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students’ ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p> |  |
| <p><b>Topics Covered</b></p> <p><b>The Year 11 course consists of four modules.</b></p> <p><b>Module 1</b> Cause and Effect-Observing<br/> <b>Module 2</b> Cause and Effect-Inferences and Generalisations<br/> <b>Module 3</b> Scientific Models<br/> <b>Module 4</b> Theories and Laws</p>  | <p><b>The Year 12 course consists of four modules.</b></p> <p><b>Module 5</b> Scientific Investigations<br/> <b>Module 6</b> Technologies<br/> <b>Module 7</b> Fact or Fallacy?<br/> <b>Module 8</b> Science and Society</p> |
| <p><b>Course Requirements</b></p> <ul style="list-style-type: none"> <li>• Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</li> <li>• A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.</li> <li>• Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</li> </ul>  |  |



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| <b>Legal Studies</b>   | <b>Course Cost:</b> Nil |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course  | <b>Exclusions:</b> Nil  |
| <b>Course Description</b>  |                         |
| <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. 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.</p>  |                         |
| <b>Main Topics Covered</b>   |                         |
| Themes and challenges will be integrated into the study of each topic.   |                         |
| <b>Year 11</b>   |                         |
| <ul style="list-style-type: none"> <li>• Part I – The Legal System (40%) <ul style="list-style-type: none"> <li>○ Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions</li> </ul> </li> <li>• Part II – The Individual and the Law (30%) <ul style="list-style-type: none"> <li>○ Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.</li> </ul> </li> <li>• Part III – The Law in Practice (30%) <ul style="list-style-type: none"> <li>○ Students investigate contemporary issues that illustrate how the law operates in practice. This unit provides opportunities to deepen understandings of the principles of law covered in the first sections of the course, and therefore may be integrated with Part I and II.</li> </ul> </li> </ul>   |                         |
| <b>Year 12</b>   |                         |
| <ul style="list-style-type: none"> <li>• Core Part I – Crime (30%) <ul style="list-style-type: none"> <li>○ Students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms</li> </ul> </li> <li>• Core Part II – Human Rights (20%) <ul style="list-style-type: none"> <li>○ Students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.</li> </ul> </li> <li>• Part III – Two of the following options (25% each): <ul style="list-style-type: none"> <li>○ Consumers <ul style="list-style-type: none"> <li>▪ Students investigate the legal rights of consumers and the effectiveness of the law in achieving justice for consumers</li> </ul> </li> <li>○ Global environment and protection <ul style="list-style-type: none"> <li>▪ Students investigate the effectiveness of legal and non-legal processes in promoting and achieving environmental protection</li> </ul> </li> <li>○ Family <ul style="list-style-type: none"> <li>▪ Students investigate the legal nature of family relationships and the effectiveness of the law in achieving justice</li> </ul> </li> <li>○ Indigenous peoples <ul style="list-style-type: none"> <li>▪ Students investigate the effectiveness of legal and non-legal processes in achieving justice for indigenous peoples globally</li> </ul> </li> <li>○ Shelter <ul style="list-style-type: none"> <li>▪ Students investigate the legal means of securing shelter and the effectiveness of the law in achieving justice for people seeking and providing shelter</li> </ul> </li> <li>○ Workplace <ul style="list-style-type: none"> <li>▪ Students investigate legal rights and responsibilities and the effectiveness of the law in achieving justice in the workplace</li> </ul> </li> <li>○ World order <ul style="list-style-type: none"> <li>▪ Students investigate the effectiveness of legal and non-legal measures in promoting peace and resolving conflict between nation states.</li> </ul> </li> </ul> </li> </ul> |                         |

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| <b>Mathematics Advanced</b>   | <b>Course Cost:</b> Nil   |
| <p>2 units for each Year 11 and Year 12 <span style="float: right;"><b>Board Developed Course</b></span></p> <p><b>Prerequisites:</b> The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7 - 10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:</p> <p>Algebraic techniques      Surds and indices      Trigonometry and Pythagoras' theorem<br/> Equations                      Linear relationships      Single variable data analysis</p> <p>and at least some of the content from the following substrands of Stage 5.3:</p> <p>Non-linear relationships                      Properties of Geometrical Shapes.</p> <p><b>Exclusions:</b> Students may <b>not</b> study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p> |   |
| <p><b>Course Description:</b> 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.<br/> All students studying the Mathematics Advanced course will sit for an Year 12 examination.</p>  |   |
| <p><b>Content:</b> The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:</p>   |   |
| <p><b>Main Topics Covered</b></p> <p><b>Year 11</b></p> <p><b>Topic: Functions</b></p> <p>Working with Functions</p> <p><b>Topic: Trigonometric Functions</b></p> <p>Trigonometry and Measure of Angles<br/> Trigonometric Functions and Identities</p> <p><b>Topic: Calculus</b></p> <p>Introduction to Differentiation</p> <p><b>Topic: Exponential and Logarithmic Functions</b></p> <p>Logarithms and Exponentials</p> <p><b>Topic: Statistical Analysis</b></p> <p>Probability and Discrete Probability<br/> Distributions</p>   | <p><b>Year 12</b></p> <p><b>Topic: Functions</b></p> <p>Graphing Techniques</p> <p><b>Topic: Trigonometric Functions</b></p> <p>Trigonometric Functions and Graphs</p> <p><b>Topic: Calculus</b></p> <p>Differential Calculus<br/> The Second Derivative<br/> Integral Calculus</p> <p><b>Topic: Financial Mathematics</b></p> <p>Modelling Financial Situations</p> <p><b>Topic: Statistical Analysis</b></p> <p>Descriptive Statistics and Bivariate Data<br/> Analysis<br/> Random Variables</p> |

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| <b>Mathematics Extension</b>   | <b>Course Cost:</b> Nil   |
| <p>1 unit for each Year 11 and Year 12 <span style="float: right;"><b>Board Developed Course</b></span></p> <p><b>Prerequisites:</b> 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 <i>Mathematics Years 7 - 10 Syllabus</i> 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 of:</p> <p>Polynomials      Logarithms      Functions and other Graphs      Circle Geometry</p> <p><b>Exclusions:</b> Students may <b>not</b> study the Mathematics Extension course in conjunction with the Mathematics Standard course.</p> |   |
| <p><b>Course Description:</b> The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</p> <p>All students studying the Mathematics Extension 1 course will sit for an Year 12 examination.</p>   |   |
| <p>The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:</p>   |   |
| <p style="text-align: center;"><b>Main Topics Covered</b></p> <p style="text-align: center;"><b>Year 11</b></p> <p>Topic: Functions<br/>Further Work with Functions<br/>Polynomials</p> <p><b>Topic: Trigonometric Functions</b><br/>Inverse Trigonometric Functions<br/>Further Trigonometric Identities</p> <p><b>Topic: Calculus</b><br/>Rates of Change</p> <p><b>Topic: Combinatorics</b><br/>Working with Combinatorics</p>  | <p style="text-align: center;"><b>Year 12</b></p> <p><b>Topic: Proof</b><br/>Proof by Mathematical Induction</p> <p><b>Topic: Vectors</b><br/>Introduction to Vectors</p> <p><b>Topic: Trigonometric Functions</b><br/>Trigonometric Equations</p> <p><b>Topic: Calculus</b><br/>Further Calculus Skills<br/>Applications of Calculus</p> <p><b>Topic: Statistical Analysis</b><br/>The Binomial Distribution</p> |

| Mathematics Standard   | Course Cost: Nil            |                       |                       |                      |            |   |        |                                   |                             |                               |  |
|--|-----------------------------|-----------------------|-----------------------|----------------------|------------|---|--------|-----------------------------------|-----------------------------|-------------------------------|--|
| Year 11 Mathematics Standard   |                             |                       |                       |                      |            |   |        |                                   |                             |                               |  |
| <p><b>2 units:</b> Year 11 and Year 12 Board Developed Course</p> <p><b>Prerequisites:</b> The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7 – 10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p> <table border="0" data-bbox="408 600 1406 936"> <tr> <td>Area and surface area</td> <td>Financial mathematics</td> </tr> <tr> <td>Linear relationships</td> <td>Non-linear</td> </tr> <tr> <td>relationships Right-angled triangles (Trigonometry)</td> <td>Volume</td> </tr> <tr> <td>Single and variable data analysis</td> <td>Some content from Equations</td> </tr> <tr> <td>Some content from Probability</td> <td></td> </tr> </table> <p><b>Exclusions :</b> Students may <b>not</b> study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard 2 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.</p>   |                             | Area and surface area | Financial mathematics | Linear relationships | Non-linear | relationships Right-angled triangles (Trigonometry) | Volume | Single and variable data analysis | Some content from Equations | Some content from Probability |  |
| Area and surface area  | Financial mathematics       |                       |                       |                      |            |   |        |                                   |                             |                               |  |
| Linear relationships   | Non-linear                  |                       |                       |                      |            |   |        |                                   |                             |                               |  |
| relationships Right-angled triangles (Trigonometry)  | Volume                      |                       |                       |                      |            |   |        |                                   |                             |                               |  |
| Single and variable data analysis  | Some content from Equations |                       |                       |                      |            |   |        |                                   |                             |                               |  |
| Some content from Probability  |                             |                       |                       |                      |            |   |        |                                   |                             |                               |  |
| <p><b>Course Description</b></p> <p>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard 2 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>All students studying the Mathematics Standard 2 course in Year 12 will sit for an Year 12 examination.</p> <p>All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p> <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> <li>• Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• Provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use the models to solve problems related to their present and future needs</li> <li>• Provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent Year 12 studies</li> </ul> <p>Provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training</p> |                             |                       |                       |                      |            |   |        |                                   |                             |                               |  |

| <p><b>Main Topics covered:</b></p> <p style="text-align: center;"><b>Year 11</b></p> <p><b>Topic: Algebra</b></p> <p style="padding-left: 40px;">Formulae and Equations<br/>Linear Relationships</p> <p><b>Topic: Measurement</b></p> <p style="padding-left: 40px;">Applications of Measurement<br/>Working with Time</p> <p><b>Topic: Financial Mathematics</b></p> <p style="padding-left: 40px;">Money Matters</p> <p><b>Topic: Statistical Analysis</b></p> <p style="padding-left: 40px;">Data Analysis<br/>Relative Frequency and<br/>Probability</p> | <p style="text-align: center;"><b>Year 12</b></p> <p><b>Topic: Algebra</b></p> <p style="padding-left: 40px;">Types of Relationships</p> <p><b>Topic: Measurement</b></p> <p style="padding-left: 40px;">Non-right-angled<br/>Trigonometry Rates and<br/>Ratios</p> <p><b>Topic: Financial Mathematics</b></p> <p style="padding-left: 40px;">Investment and<br/>Loans Annuities</p> <p><b>Topic: Statistical Analysis</b></p> <p style="padding-left: 40px;">Bivariate Data<br/>Analysis The Normal<br/>Distribution</p> <p><b>Topic: Networks</b></p> <p style="padding-left: 40px;">Network Concepts<br/>Critical Path Analysis</p> |
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| <p><b>Modern History</b><br/>2 units for each Year 11 and Year 12 Board Developed Course</p>  | <p><b>Course Cost:</b> Nil<br/><b>Exclusions:</b> Nil</p> |
| <p><b>Course Description</b><br/>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.<br/>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.</p> |   |
| <p><b>Main Topics Covered</b><br/>Historical concepts and skills are integrated with the studies undertaken in both Years 11 and 12. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.</p>   |   |
| <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Investigating Modern History (50%) <ul style="list-style-type: none"> <li>○ At least ONE option from 'The Nature of Modern History'</li> <li>○ At least TWO case studies <ul style="list-style-type: none"> <li>▪ ONE from Europe, North America or Australia</li> <li>▪ ONE from Asia, the Pacific, Africa, the Middle East or Central/South America</li> </ul> </li> </ul> </li> <li>• Historical Investigation (17%)</li> <li>• The Shaping of the Modern World (33%) <ul style="list-style-type: none"> <li>○ At least ONE option</li> </ul> </li> </ul>   |   |
| <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Core Study: Power and Authority in the Modern World 1919 – 1946 (25%)</li> <li>• One 'National Studies' topic (25%)</li> <li>• One 'Peace and Conflict' topic (25%)</li> <li>• One 'Change in the Modern World' topic (25%)</li> </ul> <p>Students are required to study at least ONE non-European/Western topic.</p>  |   |

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| <b>Music 1</b>  | <b>Course Cost: Nil</b> |
| <p>2 units for each of Year 11 and Year 12<br/> Board Developed Course<br/> <b>Prerequisites:</b> Music mandatory course (or equivalent)<br/> <b>Exclusions:</b> Music 2</p>  |                         |
| <p><b>Course Description</b></p> <p>Whilst it is helpful to have studied Music in Stage 5, the only prerequisite is that Mandatory Music was studied (usually in Year 7/8). Students who study Music for the HSC should already be regularly singing or playing an instrument and be motivated to refine their skills to become a better musician.</p> <p>In the Year 11 and Year 12 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.</p>   |                         |
| <p><b>Main Topics Covered</b></p> <p>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.</p>  |                         |
| <p><b>Particular Course Requirements</b></p> <p><b>Year 12 course</b></p> <p>In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of performance, composition and musicology. These electives must represent <b>each</b> of the three topics studied in the course.</p> <p>The Practical HSC examination (70%) ((performance, Musicology) and Composition submission) takes place in Term 3. The Written Aural examination (30%) occurs during the HSC Written Examination Period in Term 4.</p> <p>Students selecting Composition electives must be submitted in Term 3. They 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 NESA to validate authorship of the submitted work.</p> |                         |

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| <b>Personal Development, Health and Physical Education</b>   |   | <b>Course Cost: Nil</b> |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course  |   | <b>Exclusions: Nil</b>  |
| <p><b>Course Description</b></p> <p>The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p> |   |                         |
| <p><b>Year 11 Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <p><b>Optional Component (40%)</b><br/>Students select <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul>   | <p><b>Year 12 Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p><b>Optional Component (40%)</b><br/>Students select <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul> |                         |
| <p><b>Particular Course Requirements</b></p> <p>In addition to core studies, students select <b>two</b> options in each of the Year 11 and Year 12 courses.</p>  |   |                         |



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| <b>Photography, Video and Digital Imaging</b>   | <b>Course Cost: \$45</b> |
| <p>Content Endorsed Course</p> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>   |                          |
| <p><b>Course Description</b></p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p>   |                          |
| <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>  |                          |
| <p><b>Main Topics Covered</b></p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>• Wet Photography</li> <li>• Video</li> <li>• Digital Imaging.</li> </ul> <p>Modules include:</p> <ul style="list-style-type: none"> <li>• Introduction to the Field</li> <li>• Developing a Point of View</li> <li>• Traditions, Conventions, Styles and Genres</li> <li>• Manipulated Forms</li> <li>• The Arranged Image</li> <li>• Temporal Accounts.</li> </ul> <p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p> |                          |
| <p><b>Particular Course Requirements</b></p> <p>Students are required to keep a diary throughout the course.</p>  |                          |

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| <b>Physics</b>   | <b>Course Cost:</b> Nil   |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course  | <b>Exclusions:</b> Nil  |
| <p><b>Course Description</b></p> <p>The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p>   |   |
| <p><b>Content</b></p> <p><b>The Year 11 course consists of four modules.</b></p> <ul style="list-style-type: none"> <li>• <b>Module 1</b> Kinematics</li> <li>• <b>Module 2</b> Dynamics</li> <li>• <b>Module 3</b> Waves and Thermodynamics</li> <li>• <b>Module 4</b> Electricity and Magnetism</li> </ul>   | <p><b>The Year 12 course consists of four modules.</b></p> <ul style="list-style-type: none"> <li>• <b>Module 5</b> Advanced Mechanics</li> <li>• <b>Module 6</b> Electromagnetism</li> <li>• <b>Module 7</b> The Nature of Light</li> <li>• <b>Module 8</b> From the Universe to the Atom</li> </ul> |
| <p><b>Course Requirements</b></p> <ul style="list-style-type: none"> <li>• Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</li> <li>• A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.</li> <li>• Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</li> </ul> |   |

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| <b>Society and Culture</b>   | <b>Course Cost: \$8</b> |
| 2 units for each of Year 11 and Year 12<br>Board Developed Course  | <b>Exclusions: NIL</b>  |
| <b>Course Description</b><br>Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).  |                         |
| <b>Main Topics Covered</b>   |                         |
| <b>Year 11</b>   |                         |
| <ul style="list-style-type: none"> <li>• The Social and Cultural World (30%) <ul style="list-style-type: none"> <li>○ The interactions between persons and groups within societies</li> </ul> </li> <li>• Personal and Social Identity (40%) <ul style="list-style-type: none"> <li>○ Socialisation and the development of personal and social identity in a variety of social and cultural settings</li> </ul> </li> <li>• Intercultural Communication (30%) <ul style="list-style-type: none"> <li>○ How people in different social, cultural and environmental settings behave, communicate and perceive the world around them</li> </ul> </li> </ul>   |                         |
| <b>Year 12</b>   |                         |
| <ul style="list-style-type: none"> <li>• Core: <ul style="list-style-type: none"> <li>○ Social and Cultural Continuity and Change (30%) <ul style="list-style-type: none"> <li>▪ The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study</li> </ul> </li> <li>○ The Personal Interest Project (PIP) (30%) <ul style="list-style-type: none"> <li>▪ An individual research project</li> </ul> </li> </ul> </li> <li>• Depth Studies: TWO of the following to be studied (20% each) <ul style="list-style-type: none"> <li>○ Popular Culture <ul style="list-style-type: none"> <li>▪ The interconnection between popular culture, society and the individual</li> </ul> </li> <li>○ Belief Systems and Ideologies: <ul style="list-style-type: none"> <li>▪ The relationship of belief systems and ideologies to culture and identity</li> </ul> </li> <li>○ Social Inclusion and Exclusion <ul style="list-style-type: none"> <li>▪ The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures</li> </ul> </li> <li>○ Social Conformity and Nonconformity <ul style="list-style-type: none"> <li>▪ The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.</li> </ul> </li> </ul> </li> </ul> |                         |
| <b>Particular Course Requirements</b><br>Completion of the Personal Interest Project in Year 12, worth 40% of the external HSC assessment.   |                         |

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| <b>Sport, Lifestyle and Recreation Studies</b>   | <b>Course Cost: NIL</b> |
| <p>Content Endorsed Course<br/> <b>Exclusions:</b> Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.</p>   |                         |
| <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>• knowledge and understanding of the principles that impact on quality of performance</li> <li>• an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>• the capacity to influence the participation and performance of self and others.</li> </ul> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> <li>• Aquatics</li> <li>• Athletics</li> <li>• First Aid</li> <li>• Fitness</li> <li>• Specific Sports</li> <li>• Gymnastics</li> <li>• Outdoor Recreation</li> <li>• Sports Administration</li> <li>• Coaching</li> <li>• Social Perspectives of Sport</li> <li>• Healthy Lifestyle.</li> </ul> |                         |

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| <b>Studies of Religion I</b>  | <b>Course Cost:</b> Nil                   |
| 1 unit for each Year 11 and Year 12<br>Board Developed Course   | <b>Exclusions:</b> Studies of Religion II |
| <b>Course Description</b><br>Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.  |   |
| <b>Main Topics Covered</b>  |   |
| <b>Year 11</b>  |   |
| <ul style="list-style-type: none"> <li>• Nature of Religion and Beliefs (26%) <ul style="list-style-type: none"> <li>○ The nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</li> </ul> </li> <li>• TWO Religious Traditions Studies from Buddhism, Christianity, Hinduism, Islam, Judaism (37% each) <ul style="list-style-type: none"> <li>○ Origins</li> <li>○ Principal beliefs</li> <li>○ Sacred texts and writings</li> <li>○ Core ethical teachings</li> <li>○ Personal devotion/expression of faith/observance</li> </ul> </li> </ul>  |   |
| <b>Year 12</b>  |   |
| <ul style="list-style-type: none"> <li>• Religion and Belief Systems in Australia post-1945 (26%) <ul style="list-style-type: none"> <li>○ Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> </ul> </li> <li>• TWO Religious Traditions Depth Studies for Buddhism, Christianity, Hinduism, Islam, Judaism (37% each) <ul style="list-style-type: none"> <li>○ Significant people and ideas</li> <li>○ Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics</li> <li>○ Significant practices in the life of adherents</li> </ul> </li> </ul> |   |
| <b>Particular Course Requirements</b><br>The Religious Traditions taught at LHS will be Buddhism and Islam.   |   |

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| <b>Studies of Religion II</b>   | <b>Course Cost:</b> Nil                  |
| 2 units for each Year 11 and Year 12<br>Board Developed Course  | <b>Exclusions:</b> Studies of Religion I |
| <b>Course Description</b><br>Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.  |  |
| <b>Main Topics Covered</b>  |  |
| <b>Year 11</b>  |  |
| <ul style="list-style-type: none"> <li>• Nature of Religion and Beliefs (13%) <ul style="list-style-type: none"> <li>○ The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life</li> </ul> </li> <li>• THREE Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism (18% each) <ul style="list-style-type: none"> <li>○ Origins</li> <li>○ Principal beliefs</li> <li>○ Sacred texts and writings</li> <li>○ Core ethical teachings</li> <li>○ Personal devotion/expression of faith/observance</li> </ul> </li> <li>• Religions of Ancient Origin (18%) <ul style="list-style-type: none"> <li>○ The response to the human search for ultimate meaning in TWO religions of ancient origin from: <ul style="list-style-type: none"> <li>▪ Aztec or Inca or Mayan</li> <li>▪ Celtic</li> <li>▪ Nordic</li> <li>▪ Shinto</li> <li>▪ Taoism</li> <li>▪ An Indigenous religion from outside Australia</li> </ul> </li> </ul> </li> <li>• Religion in Austral pre-1945 (13%) <ul style="list-style-type: none"> <li>○ The arrival, establishment and development of religion traditions in Australia prior to 1945.</li> </ul> </li> </ul> |  |
| <b>Year 12</b>  |  |
| <ul style="list-style-type: none"> <li>• Religion and Belief Systems in Australia post-1945 (13%) <ul style="list-style-type: none"> <li>○ Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> </ul> </li> <li>• THREE Religious Traditions Depth Studies for Buddhism, Christianity, Hinduism, Islam, Judaism (18% each) <ul style="list-style-type: none"> <li>○ Significant people and ideas</li> <li>○ Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics</li> <li>○ Significant practices in the life of adherents</li> </ul> </li> <li>• Religion and peace (18%) <ul style="list-style-type: none"> <li>○ The distinctive response of religious traditions to the issue of peace</li> </ul> </li> <li>• Religion and Non-Religion (13%) <ul style="list-style-type: none"> <li>○ The human search for meaning through new religious expression and non-religion worldviews and the difference between religious and non-religious worldviews.</li> </ul> </li> </ul>  |  |
| <b>Particular Course Requirements</b><br>The Religious Traditions taught at LHS will be Buddhism, Islam and Judaism.  |  |

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| <b>Textiles and Design</b>   | <b>Course Cost: \$80</b>   |
| 2 units for each of Year 11 and Year 12 Board Developed Course   | <b>Exclusions:</b><br>Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC 41016 |
| <p><b>Course Description</b></p> <p>The Year 11 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 Year 11 textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for end use.</p> <p>The Year 12 course builds upon the Year 11 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 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 Year 12 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> |  |
| <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%).</li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%).</li> </ul>  |  |
| <p><b>Particular Course Requirements</b></p> <p>In the Year 11 course students will undertake two Year 11 textile projects. Year 11 Project 1 is drawn from the area of study Design and focus on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Year 11 Project 2 is drawn from the area of study of Properties and Performance of Textiles and focus 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 Year 12 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>  |  |

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| <b>Visual Arts</b>  | <b>Course Cost: \$50</b> |
| 2 units for each of Year 11 and Year 12 Board Developed Course  |                          |
| <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.   |                          |
| <p><b>Course Description</b></p> <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 Year 12 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 Year 11 course is broadly focused, while the Year 12 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 less experience in Visual Arts.</p>  |                          |
| <p><b>Year 11 Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• the nature of practice in art making, art criticism and art history through different investigations</li> <li>• the role and function of artists, artworks, the world and audiences in the art world</li> <li>• the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>• how students may develop meaning and focus and interest in their work</li> <li>• building understandings over time through various investigations and working in different forms.</li> </ul> <p><b>Year 12 Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• how students may develop their practice in artmaking, art criticism, and art history</li> <li>• how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>• how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>• how students may further develop meaning and focus in their work.</li> </ul> |                          |
| <p><b>Particular Course Requirements</b></p> <p><b>Year 11 Course:</b></p> <ul style="list-style-type: none"> <li>• Artworks in at least three expressive forms and use of a process diary</li> <li>• a broad investigation of ideas in artmaking, art criticism and art history.</li> </ul> <p><b>Year 12 Course:</b></p> <ul style="list-style-type: none"> <li>• development of a body of work and use of a process diary</li> <li>• a minimum of five Case Studies (4 - 10 hours each)</li> <li>• deeper and more complex investigations in art making, art criticism and art history.</li> </ul>   |                          |



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| <b>Work Studies</b>  | <b>Course Costs: Nil</b> |
| 2 units for each Year 11 and Year 12<br>Content Endorsed Course  | <b>Exclusions: Nil</b>   |
| <p><b>Course Description</b></p> <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, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.</p> <p>The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.</p> <p>The Work Studies course assists students to:</p> <ul style="list-style-type: none"> <li>• recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities</li> <li>• develop an understanding of the changing nature of work and the implications for individuals and society</li> <li>• undertake work placement to allow for the development of specific job-related skills</li> <li>• acquire general work-related knowledge, skills and attitudes, transferable across different occupations</li> <li>• develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.</li> </ul> |                          |
| <p><b>Main Topics Covered</b></p> <p>All students will study the core module <i>My Working Life</i>. There are also 11 elective modules which explore issues about work and work-related skills. Several will be studied for 15 – 30 hours each:</p> <ul style="list-style-type: none"> <li>• In the Workplace</li> <li>• Preparing Job Applications</li> <li>• Workplace Communication</li> <li>• Teamwork and Enterprise Skills</li> <li>• Managing Work and Life Commitments</li> <li>• Personal Finance</li> <li>• Workplace Issues</li> <li>• Self-Employment</li> <li>• Team Enterprise Project</li> <li>• Experiencing Work</li> <li>• School-Developed Module</li> </ul>   |                          |
| <p><b>Particular Course Requirements</b></p> <p>There is no external examination (delivered by NESA) 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. All Content Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).</p>  |                          |

# Vocational Education and Training Courses

VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their Year 12 and will receive a nationally recognised industry based qualification.

## Framework and Non Framework Courses

VET courses are generally broken into two groups, Industry Curriculum Framework courses and Non-Framework courses. Both groups will provide units of credit towards a student's Year 12. Similarly, both groups will give students access to a nationally recognised qualification.

Industry Curriculum Framework courses are Category B subjects for the purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR is the new method of determining university admission. The ATAR replaces the University Admission Index (UAI). Only ONE Category B course may be used towards the student's ATAR. Non-Framework courses cannot be used for the ATAR.

## Assessment Procedures

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, gathered by an assessor (usually the teacher of the course) and judged against agreed industry standards.

Generally, assessments are practical in nature and reflect the type of tasks which would be required to be performed in the workplace. However, written assessments might be used to assess knowledge and understanding of concepts related to the course.

Evidence of competence can be gathered by the assessor in a variety of ways. Like all other Year 12 courses, some of the evidence gathered will be through formal assessment tasks or events such as project work, presentation of portfolios and practical demonstrations, as well as pen and paper tests. This is called "summative assessment". Unlike other Year 12 courses, however, there is also an ongoing informal assessment component where the assessor gathers evidence using such methods as classroom observation, student self-assessment and work placement reports. This is called "formative assessment".

The school will develop a document for each VET course outlining a schedule of summative tasks in line with Board of Studies policy. This document will be provided to students at the course induction as part of the Course Commencement Package.

## Optional External Year 12 Examination

Industry Curriculum Framework courses have an optional external Year 12 exam for students wishing to include their mark in the calculation of the ATAR. Students who sit for the optional Year 12 exam will have an estimate mark submitted to the Board of Studies by the school. This estimate mark will only be used in the event of a claim of illness or misadventure at the time of the Year 12 examination being upheld by the Board of Studies. Schools are required to indicate the method of determining the estimate marks in their assessment information.

## Client Selection, Enrolment and Induction Procedures

VET courses are available to all students in Years 11 and 12. Students can access information about VET courses from this document, the school's VET Coordinator or Careers Adviser.

A course induction will be delivered by classroom teachers at the beginning of each course. During this, students will receive a course commencement package which will include the RTO's code of practice, information regarding the specific course they are studying, recognition of prior learning procedures, assessment procedures, information regarding their rights and responsibilities and a checklist to be signed by the student, parent and teacher to confirm the student has completed the induction.

## Disciplinary Procedures

Students are expected to adhere to the rules and regulations of the school. Where a student is studying a course at another site besides their home school, he or she is expected to comply with the rules and regulations at the site where the course is delivered. Staff delivering to students who are not part of the school will provide a copy of the school's rules and regulations to these students as part of the course commencement package.

Where a student is traveling from school to another site in order to access a course, the disciplinary policies and procedures of the home school will apply while the student is travelling.

### **Fees and Charges**

Some VET courses attract a course cost. Where a course cost exists, this will be indicated in the course description in the school's prospectus or subject selection booklet. Some courses may have additional charges for such things as work placement and excursions. More detailed information regarding fee charges and refund policies will be provided in your course commencement package.

Students having difficulty in making payments may be able access the Student Assistance Scheme. See your student adviser for details as to how this fund can be accessed.

Refunds may be available in special circumstances. Information regarding refunds can be found in the course commencement package available at the course induction/orientation.

### **Flexible Learning**

Flexible learning is a method of delivery which does not rely solely on traditional classroom- based or face-to- face teaching and learning. Some VET courses may use flexible learning strategies in the delivery of the course.

In special circumstances, students may be able to access a VET course not available at the school through some form of distance education. Students can gain more information about this form of delivery by contacting the school's flexible delivery/distance education coordinator.

This mode of delivery is also a useful way of delivering the formal training component to school-based part- time trainees when students cannot access the course at the school.

### **Freedom of Information and Privacy**

Students' rights to privacy and access to information are outlined in the Freedom of Information and Privacy Policy contained in their course commencement package. All DET staff members are required to abide by the DET Privacy Code of Practice.

### **Language, Literacy, and Numeracy**

Language, Literacy and Numeracy assessment is available for each course. Information regarding this is provided in the course commencement package.

### **Recognition of Prior Learning (RPL)**

Credit transfer is available to students who produce evidence of competency achievement from another registered training organisation. Recognition of prior learning may also be available to students who can provide sufficient evidence of skills attained previously.

Students seeking recognition of prior learning should follow the RPL procedures outlined in their course commencement package.

### **Work Placement**

Seventy hours of work placement per 240 hours of study is a mandatory component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an N Determination for the subject and, as a result, may be ineligible for the award of the Year 12.

Work placement will be organised and coordinated by a Local Community Partnership. Students will be provided with additional work placement information in the course induction/orientation.



## MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

**Entry Requirements:**

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Manufacturing and Engineering** (240 indicative hours) 4 Preliminary and/or HSC units in total Board Endorsed Course. **There is not an Australian Tertiary Admission Rank (ATAR) option for this course**  
Students must complete a minimum of 35 hours of work placement to meet the requirements of the HSC.

**Course Description**

This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, and use of welding machines. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, structural steel welder, engineering draftsman, engineer (automotive, fabrications, production, plastics, marine, mechanical) boat builder/repairer and mechanical, production or marine engineer.

**Core Units of Competency**

- MEM13015 Work safely and effectively in manufacturing and engineering (MEM10119)
- MEMPE006A Undertake a basic engineering project (MEM20413)
- MEMPE004A Develop a career plan for the engineering and manufacturing industry (MEM20413)

**Elective Units of Competency**

- MEM16006 Organise and communicate information (MEM10119)
- MEM11011 Undertake manual handling (MEM10119)
- MEM18001 Use hand tools (MEM10119)
- MEM18002 Use power tools/handheld operations (MEM10119)
- MEM12024 Perform computations (MEM10119)
- MEM16008 Interact with computer technology (MEM10119)
- MEM07032 Use workshop machines for basic operations (MEM10119)
- MEMPE001A Use engineering workshop machines (MEM20413)
- MEMPE002A Use electric welding machines (MEM20413)
- MEMPE004A Use fabrication equipment (MEM20413)

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

**Qualifications**

Students who are assessed as competent in the above units of competency will be eligible for a MEM10119 Certificate I in Engineering and a statement of attainment towards MEM20413 Certificate II in Engineering Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards MEM10119 Certificate I in Engineering. MEM10119 Certificate I in Engineering will be delivered and assessed in the preliminary year and the Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will be delivered and assessed in the HSC year.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination): No.** There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** \$100 plus costs for White Card course if required Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** As per school timetable

**Exclusions:** Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

For more information on possible outcomes please visit the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>



## CPC20211 Certificate II in Construction Pathways

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Construction** (240 indicative hours) 4 Preliminary and/or HSC units in total

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

**Course Description** This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.

### Core Units of Competency

- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

### Elective Units of Competency

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures
- CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground
- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)

Options: To gain the qualification and be eligible for the HSC, **Option1 must be completed.**

#### Option 1

- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

This course contains two additional units above the qualification to meet NESA HSC requirements.

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

**Qualifications** Students who are assessed as competent in the above units of competency will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

**N Determinations:** Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** \$100 plus costs for White Card course Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** As per school timetable.

**Exclusions:** Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

## ICT30118 - Certificate III in Information, Digital Media and Technology

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

### Course: Information and Digital Technology

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

**Qualification: Statement of Attainment towards Certificate III in Information, Digital Media and Technology** (240 indicative hours) 4 Preliminary and/or HSC units in total.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies. Possible job titles: help desk officer/assistant, ICT operations support, ICT user support, PC support, and technical support.

### Core Units of Competency

- BSBWHS304 Participate effectively in WHS communication and consultation processes
- ICTICT202 Work and communicate effectively in an ICT environment
- ICTICT301 Create user documentation
- ICTICT302 Install and optimise operating system software
- ICTSAS308 Run standard diagnostic tests
- BSBSUS401 Implement and monitor environmentally sustainable work practices

### Elective Units of Competency

- ICTWEB201 Use social media tools for collaboration and engagement
- ICTWEB303 Produce digital images for the web

#### Option 1 Web and software applications stream

- ICTICT203 Operate application software packages
- ICTICT308 Use advanced features of computer applications
- ICTWEB302 Build simple websites using commercial programs
- 

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

### Qualifications

**Statement of Attainment towards the ICT30118 Certificate III in Information, Digital Media and Technology** Students who achieve at least one unit of competency will be eligible for a Statement of Attainment towards the ICT30118 Certificate III

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

**N Determinations:** Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) VET qualification or Statement of Attainment.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** Nil Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** As Per school timetable

**Exclusions:** Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

For more information on possible outcomes please visit the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

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# Subject Selection Instructions Year 11- 2021

You will be issued your Edval elective selection WebCode through your DEC student email. The subject selection form will be open from 8:00 am **Wednesday 5<sup>th</sup> August 2020** till 9:00 pm **Friday 14<sup>th</sup> August 2020**.

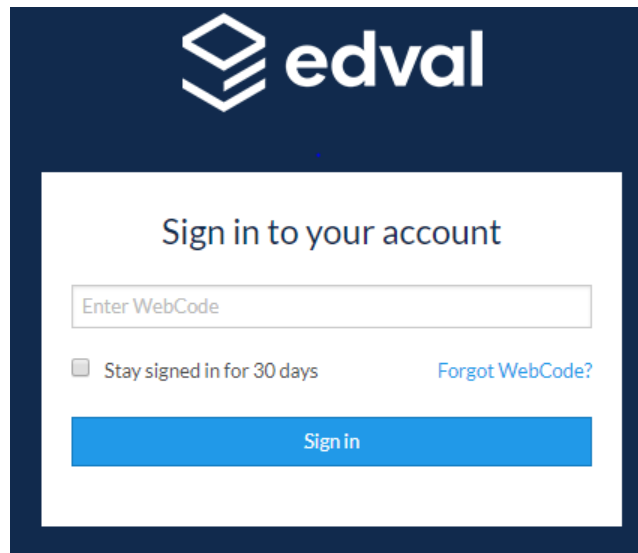
Please make sure you are at a computer which can print your subject selections. If you do not have computer and printer access at home you can make your selections on one of the desktop computers in the Library.

## Step 1:

Check your DEC email for your Edval elective selection WebCode and follow the link. If you do not get an email please see Mrs. Farebrother in the E18 staffroom.

## Step 2:

Enter your WebCode in the link

A screenshot of the Edval login interface. At the top, the Edval logo (a stylized 'e' icon) and the word 'edval' are displayed in white on a dark blue background. Below this, the text 'Sign in to your account' is centered. Underneath is a text input field with the placeholder text 'Enter WebCode'. Below the input field, there is a checkbox labeled 'Stay signed in for 30 days' and a blue link labeled 'Forgot WebCode?'. At the bottom, there is a prominent blue button with the text 'Sign in' in white.



### Step 3:

Select the box below to open the web form.

## YEAR11 2021 SUBJECT SELECTION FORM 2021

Open for submission

### Step 4:

You should now see your name in the top right hand corner of this blank subject selection form.

Choice Peter Pan (Test student Yr11)

Year11 2021 Subject Selection Form

| Main Units       | Subject      | Fee | Units |
|------------------|--------------|-----|-------|
| English Course   | No selection | \$0 | 0     |
| Subject Choice 2 | No selection | \$0 | 0     |
| Subject Choice 3 | No selection | \$0 | 0     |
| Subject Choice 4 | No selection | \$0 | 0     |
| Subject Choice 5 | No selection | \$0 | 0     |
| Subject Choice 6 | No selection | \$0 | 0     |
| Subject Choice 7 | No selection | \$0 | 0     |
| Total            |              | \$0 | 0     |

| Reserve Units        | Subject      | Fee | Units |
|----------------------|--------------|-----|-------|
| Reserve 1            | No selection | \$0 | 0     |
| Reserve 2            | No selection | \$0 | 0     |
| Do you want an ATAR? | No selection | \$0 | 0     |
| Total                |              | 0   |       |

Cancel Submit

Notes

»

Please select the English course you wish to study in the first dropdown box. Then select the other subjects you wish to study, in order of your preference, to a maximum of 13 units.

Rules

Also choose 2 reserve courses.

To receive an ATAR, students must choose at least ten Board Developed (\*\*) units.

Only two of those ten units can be Category B (\*).

## Step 5:

Enter your subject selections using the drop down lists. Your choices should be entered in **preferential order**:

You must make two reserve selections in case one of your main selections does not run. You must indicate if you want an ATAR.

Choice Peter Pan (Test student Yr11)

Year11 2021 Subject Selection Form

| Main Units       | Subject                         | Fee  | Units |
|------------------|---------------------------------|------|-------|
| English Course   | English Advanced**              | \$0  | 2     |
| Subject Choice 2 | Biology**                       | \$0  | 2     |
| Subject Choice 3 | Engineering Studies** (\$20.00) | \$20 | 2     |
| Subject Choice 4 | Community & Family Studies**    | \$0  | 2     |
| Subject Choice 5 | Exploring Early Childhood       | \$0  | 2     |
| Subject Choice 6 | Visual Arts** (\$50.00)         | \$50 | 2     |
| Subject Choice 7 | English Extension**             | \$0  | 1     |
| Total            |                                 | \$70 | 13    |

| Reserve Units        | Subject              | Fee | Units |
|----------------------|----------------------|-----|-------|
| Reserve 1            | Aboriginal Studies** | \$0 | 2     |
| Reserve 2            | Business Studies**   | \$0 | 2     |
| Do you want an ATAR? | YES ATAR             | \$0 | 2     |
| Total                |                      |     | 6     |

**Notes**

Please select the English course you wish to study in the first dropdown box. Then select the other subjects you wish to study, in order of your preference, to a maximum of 13 units.

Also choose 2 reserve courses.

To receive an ATAR, students must choose at least ten Board Developed (\*\*) units.

Only two of those ten units can be Category B (\*).

The form will display the cost of electives which require a fee and a Total of all elective fees

## Step 6:

When complete, click on 'Submit'. Your submission will be checked, and if valid it will be submitted.

### Year11 2021 Subject Selection Form



Student name: Peter Pan (Test student Yr11) (DUMMY!11)

Notes: Your choices are registered.

Submitted date: Thu. 1 Jan. 1970 10:00:00

#### Main units

| Main Units | Subject                      | Fee     | Units |
|------------|------------------------------|---------|-------|
| ENA2       | English Advanced**           |         | 2     |
| BIO3       | Biology**                    |         | 2     |
| EST6       | Engineering Studies**        | \$20.00 | 2     |
| CAF        | Community & Family Studies** |         | 2     |
| EEC3       | Exploring Early Childhood    |         | 2     |
| ART3       | Visual Arts**                | \$50.00 | 2     |
| ENX7       | English Extension**          |         | 1     |

Total electives fee: \$70.00 Total units: 13

#### Reserve units

| Reserve Units | Subject              | Fee | Units |
|---------------|----------------------|-----|-------|
| ABS           | Aboriginal Studies** |     | 2     |
| BUS           | Business Studies**   |     | 2     |
| YESA          | YES ATAR             |     | 2     |

Total units: 6

Please get form signed, and return to school by Wednesday 19th August.

Signature: \_\_\_\_\_  
Parent / Carer

Exit

Print

Send email

## Step 7:

Please print this page. Ask your parent or guardian to write their name and signature on the base of the form and return it to Mrs. Farebrother or the box in the Library by **Wednesday 19<sup>th</sup> August, 2020.**

### PLEASE REMEMBER:

**The online entry of subject selection must be completed by Friday 14<sup>th</sup> August, 2020.**

The signed hard copy of your selections must be submitted by Wednesday 19<sup>th</sup> August 2020

If you have any problems following this online selection process, please see Mrs. Farebrother in the E18 staffroom or Ms Hamment in the Library

