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# **Stage 6**

**Preliminary Course – Year 11, 2020**

**HSC Course – Year 12, 2021**

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# **COURSE INFORMATION BOOKLET**

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# Introduction

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Year 10 Students,

Your choice of courses for Years 11 and 12 is one of the most important decisions you will make at school. It will have a significant influence on your success in the Higher School Certificate (HSC) and in your Record of School Achievement (RoSA). This in turn will have an important bearing on your chosen program of tertiary studies or career path following school.

Regardless of the many factors that will influence your choice of courses in the senior school, two overriding principles need to be stressed.

- **Choose courses that interest you and/or that you do well.**
- **Bear in mind that the courses you choose make up *your* program of study – it is your commitment, not someone else's. Choose wisely and with your interests in mind.**

It is most important that course selections are made with the knowledge that your selection of a course does not guarantee a particular course will run in 2020 - 2021. The identification of courses that are eventually included in the 2020 timetable will depend on the availability of teachers and necessary resources. Change of course requests in 2020 will not guarantee student placement into desired courses, as class sizes, resources and timetable fixtures are all areas that need to be considered.

This booklet has been prepared to assist you in making these important choices.

Sometimes students make decisions without seeking information from those who are able to provide it. If students want help, they are advised to discuss any relevant courses with teachers of the courses or subject area. The following teachers can provide assistance and guidance in course selections:

- **Head Teachers** of faculties will be able to give additional information on specific course content.
- **Stage Head Teachers** will assist in providing advice about subject choices.
- **The Head Teacher Secondary Studies, Ms Geary**, will provide information regarding the NSW Education Standards Authority (NESA) requirements.

The administration of student course choices and any changes to selections, can **only** be completed through the Head Teacher Secondary Studies, Ms Geary whose office is in A Block.

Apart from Head Teachers of faculties and the Head Teacher Secondary Studies, **HSC course information** is available through the **Careers Advisers Mrs Campbell and Ms Macpherson, and your Year Advisers Ms Arora and Ms Vella**. The Careers Advisers will be able to give information on how students' course choices might help future employment prospects and entry to courses at University and TAFE.

Stage 6 course selection meetings will be scheduled for all students with Stage Head Teachers and the Careers Advisers.

This booklet has been designed to help you and your family to make appropriate and realistic decisions. The information provided is as current as possible from the NESA. Syllabus information from NESA can be accessed via <https://syllabus.nesa.nsw.edu.au/>. Updates are available from the NESA website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au).

Susanne Geary  
Head Teacher Secondary Studies

Jane Dennett  
Principal

# Senior Studies

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## Things to Think About

Be aware that studying in Years 11 and 12 is quite different from studies in Years 7-10. Examinations, essays, and the depth of thinking and analysis suddenly take on much greater significance. You must choose not only the right courses, but also the right level at which to study some of those courses. Many students find the move to Year 11 is a very significant change.

There are certain things that you need to have clearly in mind.

1. The award of the HSC will be based on the Higher School Certificate examinations and school based assessment in each course. It is therefore very important that you start strongly in the Preliminary HSC courses in order for you to establish a foundation for meeting the outcomes and assessment requirements of the HSC course. The illness/misadventure process must be followed in the event that a student does not complete an assessment. The KHS assessment policy must be followed.
2. You must develop a balanced approach to your studies, with a sensible mix of study and the other elements of your life.
3. Some students may be well advised to consider a TAFE or VET course in their pattern of study, which have a more vocational emphasis. The school provides some of these courses, others are completed at a TAFE college.
4. Key Competencies. HSC courses provide a context within which to further develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life. These competencies are:
  - collecting, analysing and organising information
  - communicating ideas and information
  - planning and organising activities
  - working with others and in teams
  - using technology

## HSC: All My Own Work

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HSC: All My Own Work is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

**All students complete this program prior to enrolment in Year 11 studies.**

For more information, go to the NESA website ([www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)) and click on the HSC: All my own work icon.

# What Types of Courses form the HSC curriculum?

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There are different types of courses that you can select in Years 11 and 12.

## Board Developed Courses

These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus for each course which contains:

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

All students entered for the HSC are required to follow Board Developed course syllabuses. These courses are examined externally at the end of the HSC course and results may be used in the calculation of the Australian Tertiary Admission Rank (ATAR). The ATAR is used solely for entry into university courses.

## Board Endorsed Courses

There are two types of Board Endorsed Courses – **Content Endorsed Courses** and **School Designed Courses**.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses. Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
- School Designed Courses are also Content Endorsed Courses, however, they are designed by individual schools to meet particular needs and NESA subsequently endorses these. Currently there are no School Designed Courses offered at Killara High.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses form part of the Higher School Certificate pattern of study and appear on your Record of Achievement. Board Endorsed Courses and School Designed Courses **are not included** in the calculation of the ATAR.

**Vocational Education and Training (VET) Courses** – either Board Developed or Board Endorsed:

- Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and industry-recognised accreditation as part of the Australian Qualifications Framework (AQF). This framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. **VET courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school.** Students receive special documentation showing the competencies gained.

# What are Units?

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

Each unit involves class time of approximately 3 periods per cycle (60 hours per year). Two unit courses therefore have 6 periods per cycle. In the HSC examination each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

## At Killara High School

**A cycle = 2 weeks**

**2 units = 6 periods per cycle = 100 marks**

The following descriptions explain the differences in Preliminary and HSC courses described as 2 unit, 1 unit or extension courses.

### 2 Unit Course

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

### 1 Unit Course

- 1 unit equals approximately 2 hours of class time each week or 60 hours per year minimum.
- Studies of Religion, is offered as a 1 unit Preliminary and HSC course and is completed in one year.
- Sport, Lifestyle and Recreation Studies can each be undertaken as a 1 unit Preliminary course only. These courses are included as units towards the award of the Preliminary Record of Achievement. However they are not included in the ATAR.

### Extension Course (1 unit value)

- Extension study is available in a number of courses. Extension courses build on the content of the 2 unit course and require students to work beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics, History, Music, Science, some Languages and VET.
- Students who wish to study extension courses must have **demonstrated an interest and competence** in the courses concerned.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these courses before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in courses other than English and Mathematics are offered and examined in the HSC year only.

### Students studying Extension 2 courses or multiple Extension 1 courses

Withdrawal from a course if a student is enrolled in one Extension 2 course or multiple Extension 1 courses:

A student must continue with 11 units until the final assessment before the trial is completed and it is determined that the student will achieve with 10 units. At the point of withdrawal from a course the student must have completed more than 50% of the course assessments. The student must seek approval from the Head Teacher of the extension course(s) prior to discontinuing another course which will result in the student completing a pattern of study with ten units only.

## As determined and administered by NESA

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Students will be required to comply with the entry requirements, course restrictions and the rules and regulations set down by the NSW Education Standards Authority (NESA).

NESA expects that each student will:

- have a satisfactory record of **attendance, conduct** and **progress**.
- **study appropriate courses** approved by the Board (**minimum number of 12 units**).
- **complete the requirements of each course**, including any necessary oral, practical or project work and class work.
- have made a genuine attempt at all tasks required as part of the **assessment program** in each course.
- **sit for any examination** set as part of the course.

Satisfactory completion of the Preliminary course (or its equivalent) is a **prerequisite for entry into the HSC course**. Students will be eligible for a Record of School Achievement (RoSA) upon completion of the Preliminary Course or if they choose to leave school. The RoSA will:

- be a record of the full range of student achievements right up to the day they do their HSC or leave school
- provide an electronic record of achievements that students can use at any time
- use assessment by teachers in schools, moderated by NESA to ensure reliability and fairness of grades
- provide the capacity to record vocational courses and students' vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and progress through the Duke of Edinburgh's Award Scheme

## The Higher School Certificate

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### As determined and administered by NESA

To be eligible for the award of this certificate, students will be required to comply with the entry requirements, the course restrictions and the rules and regulations set down by NESA.

To gain this award, it is expected that each student:

- must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. **This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.**
- must have sat for and **made a genuine attempt** at the Higher School Certificate examinations.
- must study a **minimum of 12 units in the Preliminary course** and a **minimum of 10 units in the HSC course**. Both the Preliminary course and the HSC course must include the following:
  - at least **6 units from Board Developed Courses** including at least **2 units** of a Board Developed Course in **English**
  - at least **three courses of 2 units** value or greater
  - at least **four subjects**

You can only study **one** Industrial Technology course.

The NESA publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know. <https://studentonline.nesa.nsw.edu.au/documents/studying-for-the-nsw-hsc.pdf>



# Post-Secondary Studies

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

Entry into university courses in NSW and ACT depends on the Australian Tertiary Admission Rank (ATAR). The ATAR for every student who completes the necessary pattern of study is **calculated by the Universities Admissions Centre, NOT** by NESA.

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

- (i) **Prerequisite:** This is a subject that **must** be studied in Years 11 and 12 in order for a student to be eligible to enter a specific course at university. You can find these by referring to each universities' website. While specific requirements have on the most part been eliminated, some institutions have reinstated them such as the University of Sydney who require the study of Advanced Mathematics as a prerequisite **for specific courses**. The Australian National University (ANU) also has subject prerequisites which vary depending on the undergraduate course. ANU will impose Mathematics and English prerequisites from 2022. Students will be required to complete at least one Semester in a Mathematics subject during Years 11 or 12.
- (ii) **Assumed Knowledge:** A number of tertiary courses are taught assuming that you have a level of prior knowledge. You will not be excluded from doing a course if you do not have the ASSUMED KNOWLEDGE. You may, however, have difficulty coping with the course content and pace. To address this you may need to complete a bridging course, or an introductory course prior to commencing your studies.
- (iii) **Recommended Studies:** These are subjects will assist you with your chosen university course. Should you not have studied these, your selection WILL NOT be affected.

## Special Criteria

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

- Interview
- Auditions
- Portfolios of design or art work
- Application forms
- Questionnaire
- Relevant work experience
- Course specific examinations (e.g. UCAT and LAT)

Each student is requested to discuss their subject selection and the suitability of these to their intended tertiary study with the Careers Advisers. Students should also check requirements in the *Steps to University for Year 10 Students UAC Guide as distributed in Careers Lessons*.

**It must be understood that it is the responsibility of parents and students to ascertain the requirements for entry to university courses. There are also many TAFE courses available. Information about TAFE courses are available from the Careers Staffroom. While TAFE does not require any specific courses as prerequisites they may regard certain courses more favourably particularly if they have relevance to an intended course.**

# The Australian Tertiary Admission Rank (ATAR)

## What is the ATAR?

- The current university ranking system is the ATAR (Australian Tertiary Admission Rank).
- The highest rank is an ATAR of 99.95.
- The ATAR will indicate a student's position in relation to all the students in their age group (i.e. all 16 to 20 year olds in NSW). So an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

The Australian Tertiary Admission Rank (ATAR) is based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

- The best two units of English; and
- The next best eight units. No more than two units of category B Board Developed Courses can be included (not category B Board Endorsed Courses please read on for further detail).
- A student must have eight units of Category A (please read on for further detail) courses.

Students **elect** to receive an ATAR. If you do not wish to receive an ATAR, some of your courses may be made up from Board Endorsed Courses once you have studied six units from the Board Developed Courses.

## Important Things to Remember:

The Record of School Achievement (RoSA) and the Higher School Certificate (HSC) are awarded and issued by NESA.

The ATAR is used by the universities in NSW and the ACT and is issued by UAC (NESA only provides the statistics to UAC).

Whereas the HSC serves many purposes, the ATAR serves only one – to assist universities in ranking school leaver applicants for tertiary selection. The ATAR should not be used for other purposes.

The ranking of students depends solely on their achievement in the HSC course.

## **Category A and Category B Courses**

Category A courses engage students in academic rigor and depth of knowledge, contributing to their assumed knowledge for tertiary studies, and consistency with other courses included in the ATAR calculations.

Category B ATAR courses do not provide an adequate background for some tertiary studies, but can contribute to the ATAR when combined with Category A courses. No more than 2 units of Category B courses can be included in the ATAR calculation.

# Language Courses

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Students wishing to study Chinese in Context, Chinese and Literature, Japanese in Context, Japanese and Literature, Korean in Context or Korean and Literature courses may pursue these through the Saturday School of Community Languages. Students must see Mrs Helga Lam, Head Teacher Languages, for an application form.

Students choosing a Beginners language, Continuers or Heritage language courses must complete an eligibility assessment before they will be accepted into the course.

See Mrs Lam for further information.

# Courses Offered at Killara High School

## HSC Board Developed Courses

*Note: See course notes following this table for explanation of symbols*

Preliminary & HSC Courses	Units	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)	Exclusions	Category B (1 only for ATAR)
Ancient History	2		History Extension <sup>1</sup>		
Biology <sup>2</sup>	2		Science Extension <sup>3</sup>		
Business Studies	2				
Chemistry <sup>2</sup>	2		Science Extension <sup>3</sup>		
Chinese Beginners	2			Chinese Continuers	
Chinese Continuers	2			Chinese Beginners	
Community & Family Studies <sup>5</sup>	2				
Construction	2				Yes
Design and Technology <sup>5</sup>	2				
Drama <sup>5</sup>	2				
Earth and Environmental Science <sup>2</sup>	2		Science Extension <sup>3</sup>		
Economics	2				
Engineering Studies	2				
English Standard	2			Advanced, EAL/D, Extension	
English Advanced	2	Preliminary English Extension	English - Extension 1 and Extension 2 <sup>4</sup>	Standard, EAL/D, Fundamentals	
English as an Additional Language or Dialect – EAL/D	2			Standard, Advanced, Extension	
English Studies	2			Standard, Advanced, Extension, EAL/D	Yes
Food Technology	2				
French Beginners	2			French Continuers	
French Continuers	2		French Extension	French Beginners	
Geography	2				
German Beginners	2			German Continuers	
German Continuers	2		German Extension	German Beginners	
Hebrew (Modern) Continuers	2				
Hospitality (VET) (240 hours)	2			Hospitality (120 hours)	Yes

<b>Preliminary &amp; HSC Courses</b>	<b>Units</b>	<b>Preliminary Extension Courses (1 Unit)</b>	<b>HSC Extension Courses (1 Unit)</b>	<b>Exclusions</b>	<b>Category B (1 only for ATAR)</b>
Industrial Technology <sup>5</sup> (Multimedia Industries)	2			Industrial Technology (Timber Products & Furniture Industries)	
Industrial Technology <sup>5</sup> (Timber Products & Furniture Industries)	2			Industrial Technology (Multimedia Industries)	
Information Processes and Technology	2				
Investigating Science <sup>2</sup>	2		Science Extension <sup>3</sup>		
Japanese Beginners	2			Japanese Continuers	
Japanese Continuers	2		Japanese Extension	Japanese Beginners	
Legal Studies	2				
Mathematics Standard	2			Mathematics Advanced	
Mathematics Advanced	2	Preliminary Mathematics Extension 1	Mathematics Extension 1 and Extension 2	Mathematics Standard	
Modern History	2		History Extension <sup>1</sup>		
Music 1 <sup>45</sup>	2			Music 2	
Music 2 <sup>45</sup>	2		Music Extension	Music 1	
Personal Development, Health, Physical Education	2				
Physics <sup>2</sup>	2		Science Extension <sup>3</sup>		
Science Extension	1				
Society and Culture <sup>5</sup>	2				
Software Design and Development <sup>5</sup>	2				
Studies of Religion	1			Studies of Religion II	
Textiles & Design <sup>5</sup>	2				
Visual Arts <sup>5</sup>	2				

## HSC Content Endorsed Courses

Preliminary & HSC Courses	Units	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)	Exclusions	Category B
Sport, Lifestyle and Recreation Studies	1 (Prelim)				Not included in ATAR
Work Studies	2				Not included in ATAR

### HSC Course Notes

***These notes and footnotes refer to the list of courses and should be clearly understood when making course choices for the Preliminary and HSC Courses***

- <sup>1</sup> There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course.
- <sup>2</sup> Students may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Investigating Science in meeting the 12 Preliminary units. The course, Investigating Science can be studied concurrently with any of the other Sciences.
- <sup>3</sup> There is only one Science Extension course. It can be studied with any of the 2 unit courses in Year 12.
- <sup>4</sup> Students must study Music Course 2 if you wish to study HSC Extension Music.
- <sup>5</sup> A number of courses include a requirement for **the development of project work for either internal or external assessment**, for example, Visual Arts, Drama, Design and Technology, Community & Family Studies, Software Design and Development and Society and Culture. Projects developed for assessment in one course are not to be used either in full or in part for assessment in any other course.

Additional information about courses and the new HSC is available on the NESA website:

<http://www.educationstandards.nsw.edu.au>

# **Pathways to the Award of a Higher School Certificate**

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## **Accumulation**

Students may accumulate their HSC over a period of up to five years for medical or other reasons, rather than in the one year, which is the usual practice.

## **Repeating Courses**

It is possible for a student to repeat individual courses, if they so desire, rather than repeat the whole HSC. There are advantages and disadvantages involved, so please seek further advice from the Head Teacher Stage 6, Head Teacher Secondary Studies, your Year Advisers or Careers Advisers.

## **Accelerated Progression**

Accelerated progression is possible for a student who can clearly demonstrate the achievement of the NESA syllabus outcomes in a particular course in advance of other students in their cohort and for whom acceleration is not expected to be prejudicial, socially or emotionally. Within each course, acceleration should generally occur at the highest level course available.

# **Board Developed Category A Courses (ATAR Eligible)**

**These are courses for which NESA develops a syllabus, setting out the aims, objectives, outcomes, structure and content.**

**Board Developed Courses are all delivered at school.**

**Most Board Developed HSC courses, including the VET Framework courses, may contribute to the calculation of the ATAR.**



# Ancient History

**2 Units for each of Preliminary and HSC and an optional 1 Unit HSC Extension**

Board Developed Course

## What will I be doing in this course?

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

The Preliminary Course consists of:

I: Investigating Ancient History;

- The Nature of Ancient History
- Case Studies, drawn from topics such as Tutankhamun's Tomb, the Trojan War, Boudicca and Palmyra, Roman Games and the Silk Road.

II: Features of Ancient Societies, drawn from topics such as Slavery, Weapons and Warfare, Death and Funerary Customs, Power and Image, Trade and Cultural Contact

III: Historical Investigation; a personal interest research project

In the HSC course, students use archaeological and written evidence to investigate a Personality, an Ancient Society and a Historical Period.

I: Core: Cities of Vesuvius - Pompeii and Herculaneum

II: One Ancient Society – Minoans or Persia

III: One Personality in Their Times – Xerxes or Agrippina.

IV: One Historical Period – Greece, Rome or Persia.

Students who have successfully completed the Preliminary Course and continue studying an HSC Course in either Modern or Ancient History are eligible to attempt the HSC History Extension Course. The History Extension Course involves the study and evaluation of the ideas and processes used by historians to produce history. In Part I of the course, students investigate the construction of history through exploring key questions and one case study of a topic such as the Crusades or Appeasement. In Part II, students design, undertake and communicate an individual investigative project. Students must have good research skills and an independent approach to learning to be successful in this course.

## What should I be able to do at the end of this course?

- possess knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context
- possess an understanding of continuity and change over time
- undertake the process of historical inquiry
- use historical concepts and skills to examine the ancient past
- communicate an understanding of history, sources and evidence, and historical interpretations
- appreciate the influence of the past on the present and the future
- value the contribution of the study of Ancient History to lifelong learning, and active and informed citizenship.

**How will this course help me in the future?**

The knowledge, understanding and skills that students acquire through studying Ancient History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.

For additional subject information, please contact Mrs Chloe Williams, Head Teacher HSIE Blue (Relieving).

## 2 Units for each of Preliminary (Year 11) and HSC (Year 12)

Board Developed Course

### What will I be doing in this course?

Students explore the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

The Preliminary (Year 11) course develops knowledge and understanding of the structure and function of organisms and the Earth's biodiversity and the effect of evolution. It covers 4 modules: Cells as the Basis of Life; Organisation of Living Things; Biological Diversity; Ecosystem Dynamics; and 1 Depth study

The HSC (Year 12) course develops knowledge and understanding of heredity and genetic technologies and the effects of disease and disorders. It covers 4 modules: Heredity; Genetic Change; Infectious Disease; Non-infectious Disease and Disorders; and 1 Depth study.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.

Practical investigations should occupy a minimum of 70 hours of course time across both the Preliminary (Year 11) and HSC (Year 12) courses including time allocated to practical investigations in depth studies.

### What should I be able to do at the end of this course?

- Understand and critically appraise biological information
- Collect, analyse and organise information
- Apply skills in observation, manipulation and experimental design
- \* Use appropriate technologies
- Work effectively as an individual and as a team member
- Appropriately use terminology and reporting styles to communicate information
- Solve problems relating to key biological concepts.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

Skills developed in Biology are useful in a range of courses studied at university, as well as in the workforce and everyday life.

When combined with Physics or Chemistry, Biology provides useful skills and knowledge for a range of careers including biological science, medical science, health, environmental science, food science, biotechnology and pharmacy.

It also promotes an appreciation for the diversity of life on Earth and its habitats.

For additional subject information, please contact Mr David Aubusson, Head Teacher Science.

## 2 Units for each of Preliminary and HSC

Board Developed Course

### What will I be doing in this course?

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their research projects, which investigate the operation of a small business.

In the Preliminary course students study:

- Nature of Business – the nature and role of business in a changing business environment
- Business Management – the nature and responsibilities of management in the business environment
- Business Planning – establishing and planning a small to medium enterprise.

The HSC course covers:

- Operations – strategies for effective operations management in large businesses
- Marketing – elements involved in the development and implementation of successful marketing strategies
- Finance – interpreting financial information in the planning and management of a business
- Human Resources – contribution of human resource management to business performance.

### What should I be able to do at the end of the course?

- Understand the nature, role and structure of business
- Appreciate the functions, processes and operations of business
- Understand the role of effective business management
- Investigate, analyse and evaluate business issues
- Communicate business information using appropriate formats
- Apply Mathematical concepts appropriate to business situations
- Develop values and attitudes about ethical business behaviour and the social responsibility of business.

### How will this course help me in the future?

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and TAFE NSW as well as in the workforce and everyday life. Business Studies assists in understanding issues in current affairs. There are opportunities for students to gain credit transfer in certificate and diploma courses at TAFE NSW. Business Studies helps to prepare students for employment and full and active participation as citizens.

For additional subject information, please contact Mr Mark Honeysett, Head Teacher HSIE Green (Relieving).

## 2 Units for each of Preliminary (Year 11) and HSC (Year 12)

Board Developed Course

### What will I be doing in this course?

Students explore the structure, compositions and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The Preliminary (Year 11) course develops knowledge and understanding of the fundamentals of chemistry and the trends and driving forces in chemical interactions. It covers 4 Modules: Properties and Structure of Matter; Introduction to Quantitative Chemistry; Reactive Chemistry; Drivers of Reactions; and 1 Depth study.

The HSC (Year 12) course develops knowledge and understanding of equilibrium and acid reactions and the applications of chemistry. It covers 4 modules: Equilibrium and Acid Reactions; Acid/Base Reactions; Organic Chemistry; Applying Chemical Ideas; and 1 Depth study.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.

Practical experiences should occupy a minimum of 70 hours of course time across both the Preliminary (Year 11) and HSC (Year 12) courses including time allocated to practical investigations in depth studies.

The study of Chemistry requires students to have a strong background in Science and Mathematics in Year 10. It is a demanding subject requiring a solid foundation in these disciplines and a strong commitment to study. It is highly recommend that to do Chemistry, you would also be enrolled in a minimum of Mathematics.

### What should I be able to do at the end of this course?

- Understand and critically appraise basic concepts of chemistry
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use appropriate digital technologies
- Appropriately use terminology and reporting styles to communicate information
- Work effectively as an individual and as a team member.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

This course is highly recommended preparation for many science based tertiary courses. It is especially appropriate for students interested in chemistry, biochemistry, environmental sciences, medicine, health sciences, food science, metallurgy and chemical engineering.

It also supports participation in a range of careers in chemistry and related interdisciplinary industries.

For additional subject information, please contact Mr David Aubusson, Head Teacher Science.

## 2 Units for each of Preliminary and HSC

Board Developed Course

Exclusions: Chinese Continuers. Eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

No knowledge of Chinese is required. Students who select this course must be beginners. Students who studied Chinese in Year 8 only are also eligible.

### What will I be doing in this course?

In the Preliminary course, students will develop their knowledge and understanding of Chinese across a range of topics, relating to their personal world and the Chinese speaking community.

These will be explored through the integrated use of the four skills: listening, speaking, reading and writing. In the HSC course, students will continue to develop their knowledge and understanding of Chinese through the four skills. Study may cover new topics or more detailed treatment of topics previously studied. The external HSC will include a reading and writing paper and a listening and speaking examination.

### What should I be able to do at the end of this course?

- Communicate on a personal level with native speakers of Chinese and travel in Chinese-speaking countries
- Participate fully in every-day life and tourist 'survival' situations like catching public transport, seeking medical attention and arranging accommodation
- Understand and appreciate Chinese culture and society
- Further knowledge of Chinese through continued learning or for future employment opportunities.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

The study of Chinese provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year of in-country study in China and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies.

High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Chinese-speaking communities have an important economic presence in Australia and are a major trading partner. Australia is also a popular destination for Chinese-speaking tourists.

China has a major role in both Asian and world affairs and is at the forefront of scientific and medical research, technology, telecommunications and trade. Chinese is a significant commercial language in Asia and worldwide. A knowledge of Chinese provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

For additional subject information, please contact Mrs Helga Lam, Head Teacher LOTE.

## 2 Units for each of Preliminary and HSC and an optional 1 Unit HSC Extension

Board Developed Course

Prerequisites: Stage 5 Chinese or equivalent

**Exclusions:** Chinese Beginners; Chinese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

### What will I be doing in this course?

The Preliminary and HSC courses focus on themes and associated topics. Students' skills in, and knowledge of, Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.

The themes are: the individual; the Chinese-speaking communities; the changing world.

Students' language skills are developed through tasks such as: conversation; responding to an aural stimulus; responding to a variety of written material; writing for a variety of purposes; studying Chinese culture through texts.

**The 1 Unit HSC Chinese Extension course** is available in Year 12 for students who have completed Preliminary Chinese Continuers, and are currently studying HSC Chinese Continuers.

The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Chinese language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. Students will extend their ability to use and appreciate Chinese as a medium for communication and creative thought and expression. The theme in the Extension course is the individual and contemporary society. The prescribed issues are: impact of technology; group versus the individual; overcoming personal difficulties.

### What should I be able to do at the end of the course?

- Communicate with native speakers of Chinese and travel and study in China
- Exchange information, opinions and experiences in Chinese
- Express ideas through the production of original texts in Chinese
- Analyse, process and respond to texts that are in Chinese
- Understand and appreciate Chinese culture and society
- Apply Chinese language skills in work, further study and leisure activities
- Continue the study of Chinese at tertiary level.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

The study of Chinese provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies.

This provides the opportunity to spend a year at an in-country study in China and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Chinese companies have an important economic presence in Australia and China is a major trading partner. Australia is also a popular destination for Chinese tourists. China has a major role in world affairs. It is in the forefront of technology, telecommunications and trade.

Chinese is a significant commercial language throughout the Asia Pacific region. A knowledge of Chinese provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

For additional subject information, please contact Mrs Helga Lam, Head Teacher LOTE.



## 2 units for each of Preliminary and HSC

Board Developed Course

### What will I be doing in this course?

Community and Family Studies is a psychology-based course, which draws upon selected components of family studies, sociology and student's general life experiences. It encourages opportunities for students to become proactive members of society.

The Preliminary course consists of:

- Resource Management - wellbeing, needs, resources, values, goal setting, communication, problem solving, decision-making and management.
- Individuals and Groups –groups, roles, power bases, leadership, and conflict resolution.
- Families and Communities - family structures, socialisation, community decision making and organisation, support agencies.

The HSC course consists of:

- Research Methodology - Students pursue an area of interest as they employ various research methodologies to complete an Independent Research Project (IRP).The IRP is internally marked.
- Groups in Context - explore 4 community groups - People with Disabilities, Youth, Homeless People and the GLBTI community focusing on the needs, issues, access to support and contributions to society.
- Parenting and Caring - types of parents and carers, biological, social, adoption, fostering, step-parenting, surrogacy, exploring the legal, social and technological implications of each.

HSC option modules (class chooses 1):

- Individuals and Work - patterns of work, labour force, employee/employer rights and responsibilities, workplace structures, awards, legislation, leave entitlements, employment.
- Social Impact of Technology – reasons for development, access to technology, impacts on wellbeing, issues related to technology.
- Family and Societal Interactions - Supporting and protecting individuals and families, protecting children, assisting young people to become young adults, being a responsible adult family member, the aged

### What should I be able to do at the end of this course?

- Manage resources to achieve goals, manage change, participate in the workforce, and take action to support the needs of individuals, groups and families in Australian society
- Understand the influence of a range of societal factors on individuals and the nature of interpersonal relationships in groups, families and communities
- Demonstrate and conduct individual research skills
- Demonstrate skills in critical thinking and the ability to take responsible action to access support services, be active citizens in the community, to inspire and promote well-being.

**How will this course help me in the future?**

Community and Family Studies prepares students for tertiary study, work and life and is highly relevant for students now and in their future. It is recommended for anyone contemplating further study or a career in Psychology, Social work, Behavioural sciences, Counselling, Medicine, Nursing, Health professions, Teaching, Child-care, Business management, Human resources, Carers and the Humanities. It provides useful skills for any university or TAFE course.

For additional subject information, please contact Mr Duncan Smith, Head Teacher PDHPE.

## 2 units for each of Preliminary and HSC

Board Developed Course

### What will I be doing in this course?

Design and Technology provides a unique project-based experience across a broad range of design disciplines. The flexible and dynamic learning environment encourages students to take intellectual risks and experiment with an array of innovative technologies in the design and development of quality projects. Students undertake a series of design challenges to develop insights and a deeper understanding into authentic real world problems, whilst evaluating the impact on individuals, society and the environment.

Design and Technology promotes hands on, student-centered exploration through the development of functional and aesthetic design projects in areas of individual interest. The process of designing, producing and evaluating encourages students to think critically and creatively to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate concepts to problem solve, justify and evaluate ideas, as well as experiment with technologies to manage and produce design solutions.

Design challenges may include but are not limited to:

- Computer Aided Design (CAD)
- Prototyping and 3D Modelling
- 3D Printing and Laser Cutting technologies
- Architecture (2D Drawing, 3D Modelling, Floor Plans)
- Graphic, Print and Website Design
- Marketing, Advertising and Event Design
- Environmental and Sustainable Design
- Industrial Product Design
- Fashion and Textile Design
- Furniture and Object Design

### The Preliminary course covers:

Designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

### The HSC course covers:

Innovative and emerging technologies, including a case study of innovation. The comprehensive foundation in designing and producing studied in the Preliminary Course is synthesised and applied. This culminates in the development and realisation of a Major Design Project and corresponding Design Portfolio.

**What should I be able to do at the end of the course?**

- Understand design theory and processes
- Understand and appreciate the interrelationship between design, society and the environment
- Understand innovation and entrepreneurial activity in a range of contexts
- Apply skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities
- Demonstrate knowledge and understanding about current and emerging technologies in a variety of settings.

**What else do I need to know about this course?**

A materials fee applies to this course.

**How will this course help me in the future?**

Design and Technology establishes a foundation for university, and may lead to careers in industrial design, architecture, graphic design, engineering, information technology, advertising, marketing and business management. This subject gives advanced standing in a number of certificate and diploma courses at TAFE NSW.

For additional subject information, please contact Mrs Tracy Mackenzie, Head Teacher TAS.

## 2 Units for each of Preliminary and HSC

Board Developed Course

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

### What will I be doing in this course?

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

The Preliminary course covers:

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

The HSC Course involves theoretical study through practical workshops exploring theme, issues, styles and movement.

- Australian Drama and Theatre
- Studies in Drama and Theatre
- The Group Performance (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.
- The Individual Project where students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design (costume design; set design; promotion and program; lighting design) or Performance or Script-writing or Video Drama.

### What will I be able to do at the end of the course?

- Make and perform different styles of drama
- Critically study drama and theatre
- Work both independently and with others in teams to plan and organise activities
- Solve problems
- Collect, analyse and organise information and communicate ideas and information.

### What else do I need to know about this course?

This course may require rehearsals that occur outside of class time

### How will this course help me in the future?

Students who wish to pursue a career in theatre or the entertainment industry, or in public relations and media communications can gain experience and confidence through this course.

For additional subject information, please contact Mrs Loveday Sharpington-Recny, Head Teacher English (Relieving).

## 2 Units for each of Preliminary and HSC

Board Developed Course

### What will I be doing in this course?

Students explore the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The Preliminary course (Year 11) develops knowledge and understanding of the Earth's systems and The Earth's processes and human impacts. It covers 4 modules: Earth's Resources; Plate Tectonics; Energy Transformations; Human Impacts; and 1 Depth study.

The HSC course (Year 12) develops knowledge and understanding of the evolving Earth and the impacts of living on the Earth. It covers 4 modules: Earth's Processes; Hazards; Climate Science; Resource Management; and 1 Depth study.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.

Practical investigations should occupy a minimum of 70 hours of course time across both the Preliminary (Year 11) and HSC (Year 12) courses including time allocated to practical investigations in depth studies.

### What should I be able to do at the end of this course?

- Understand and critically evaluate basic concepts about the environment
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use appropriate digital technologies
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

This subject is important preparation for students interested in pursuing further studies in Geology, Engineering, Metallurgy and Environmental Management & Monitoring. It is most useful for university study if taken in combination with another science subject such as Physics or Chemistry. The application of Earth and Environmental Science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

For additional subject information, please contact Mr David Aubusson, Head Teacher Science.

## 2 Units for each of Preliminary and HSC

Board Developed Course

### What will I be doing in this course?

Economics provides an understanding of many aspects of the economy and its operation, which are frequently reported in the media.

It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society.

Economics develops students' knowledge and understanding of the operation of the global and Australian economy with a focus on the economic development of the Asian region and its importance to Australia. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

The Preliminary course is microeconomic in focus and covers:

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

The HSC course, with a macroeconomic focus, covers:

- The Global Economy – features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

### What should I be able to do at the end of the course?

- Demonstrate effective economic thinking that contributes to responsible, competent decision-making in a changing economy
- Investigate and engage in effective analysis and evaluation of economic information
- Communicate economic information, ideas and issues in appropriate form
- Explain the role of government in economic management
- Identify and explain current economic issues.

### How will this course help me in the future?

Economics is recommended study for anyone contemplating a career in accountancy, business, industrial relations, management, advertising, marketing, real estate or administration.

Economics assists in understanding issues in current affairs. The successful study of Economics will give credit transfer to a range of Business courses at TAFE NSW as well as being recommended study for university study in a business related field. It would also be valuable to those individuals who wish to be self-employed.

For additional subject information, please contact Mr Mark Honeysett, Head Teacher HSIE Green (Relieving).

## 2 Units for each of Preliminary and HSC

Board Developed Course

### What will I be doing in this course?

Both Preliminary and HSC 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. Students study engineering by investigating, both individually and as a team, a range of applications and fields of engineering.

Students will learn to work collaboratively and individually when producing Engineering Reports, reflecting the importance of teamwork to successful engineering projects.

In the Preliminary course, students undertake the study and develop an engineering report for two of the four modules:

- Three application modules studied from each of the following categories: engineering fundamentals; engineering products; braking systems
- One focus module relating to the field of Bio-Medical Engineering.

In the HSC course, students undertake the study and develop an engineering report for two of the four modules:

- Two application modules studied from each of the following categories: Civil structures; Personal and public transport.
- Two focus modules relating to the fields of Telecommunications Engineering and Aeronautical Engineering.

### What should I be able to do at the end of the course?

- Understand the scope of engineering and the role of the engineer
- Understand engineering principles and appreciate the responsibilities of engineers in society
- Demonstrate communication skills appropriate to engineering practices
- Understand the developments in technology and appreciate their influence on people and engineering practice
- Apply management and problem solving skills in an engineering context
- Apply skills in the application of engineering methodology.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

Students who undertake Engineering Studies will have the opportunity to follow professional, vocational and employment pathways. The insight and experience associated with Engineering Studies will provide very useful background for further study of engineering at university and should be combined with the study of high levels of Mathematics and Science to be especially useful. Those going into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

For additional subject information, please contact Mrs Tracy Mackenzie, Head Teacher TAS.



## 2 Units for each of Preliminary and HSC

Board Developed Course

### Rationale for English Advanced

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

Through exploring and experimenting with processes of composition and response, students further develop understanding of how language is employed to create artistic expression in texts. They analyse the different ways in which texts may reflect and/or challenge and extend the conventions of other texts. They evaluate the meanings conveyed in these texts, and how this is achieved. Students further develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The modules encourage students to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

For additional subject information, please contact Mrs Loveday Sharpington-Recny, Head Teacher English (Relieving).

## 2 Units for each of Preliminary and HSC

Board Developed Course

### Rationale for English Standard

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

In their study of English students continue to develop their creative and critical faculties and broaden their capacity for cultural understanding. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy, and independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

## English Preliminary Extension 1

1 Unit in Preliminary

Prerequisites:

- English (Advanced) course

### Rationale for English Extension

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

# English HSC Extension 1

1 Unit in HSC

# English HSC Extension 2

1 Unit in HSC



Board Developed Courses

Prerequisites:

- English (Advanced) course
- Preliminary English Extension Course is prerequisite for HSC Extension Course 1
- HSC Extension Course 1 is co-requisite for HSC Extension Course 2

**Exclusions:** English Standard; Fundamentals of English; EAL/D.

## Rationale for English Extension 2

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

Through the experimentation with and exploration of form, style and media students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experiences, connects individuals to wider visions and perspectives, and enhances a student's enjoyment of literature and the aesthetics of language.

This course provides students with the opportunity to apply and extend research skills developed in the English Extension Year 11 course to their own extensive investigation and develop autonomy and skills as a learner and composer. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.

For additional subject information, please contact Mrs Loveday Sharpington-Recny, Head Teacher English (Relieving).

# English as an Additional Language or Dialect - EAL/D

ATAR

## 2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** English Standard; English Advanced, English Extensions. Eligibility rules apply.

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the English Studies Stage 6 Syllabus through that new language. They may require additional support, along with informed teaching that explicitly addresses their language needs.

The ESL Scales and the English as an Additional Language or Dialect: Teacher Resource provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of English language learners and to assist students to access syllabus outcomes and content.

For additional subject information, please contact Mrs Loveday Sharpington-Recny, Head Teacher English (Relieving).

## 2 Units for each of Preliminary and HSC

Board Developed Course

### What will I be doing in this course?

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health, wellbeing and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation and the design, implementation and evaluation of solutions to food situations.

It is mandatory that students undertake practical activities in this course and will form part of the required assessment tasks

### The Preliminary course covers:

- Nutrition; the fundamental understanding of the six nutrients and how our energy requirements change throughout the lifecycle
- Food Quality; how to prepare, store and serve safe and visual appealing food
- Food Availability and Selection; gain an understanding of the food sold on our supermarket shelves, what influences the choices we make.

The HSC course covers:

- The Australian Food Industry; from paddock to plate, where our food travels and the policy and legislation that governs our food industry as well as an industry study
- Contemporary Nutrition Issues; focus on diet related disorders and the growing issue of childhood obesity
- Food Manufacture; large scale food production, the processes that food goes through to get to your dinner table
- Food Product Development; why the choice of food products available is always changing

### What should I be able to do at the end of the course?

- Make responsible decisions regarding food choices
- Research and analyse information
- Experiment with, communicate, evaluate and manage resources.

### What else do I need to know about this course?

A materials fee applies to this course

### How will this course help me in the future?

This course will provide you with the knowledge, skills and attitudes to contribute positively to your own pathways to employment or further education at TAFE NSW or University. It will also give you knowledge and skills that you will take into the future and apply to your life every day. If you are passionate about food and its influence on health and wellbeing or you desire to know more about contemporary nutrition issues this subject is suitable for you. You will learn to develop a passion for food by developing the skills to plan, prepare and present nutritious meals for yourself, your family and friends while learning for life. The study of Food Technology will give you credit transfer in some certificate and diploma courses at TAFE NSW. Career options might include medical studies, dietetics, food technology, teaching, nutrition, sports medicine/science courses, personal training, lifestyle coaching and many more.

For additional subject information, please contact Mrs Tracy Mackenzie, Head Teacher TAS.

## 2 Units for each of Preliminary and HSC

Board Developed Course

Exclusions: French Continuers. Eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

No knowledge of French is required. Students who select this course must be beginners. Students who studied French in Year 8 only are also eligible.

### What will I be doing in this course?

In the Preliminary course, students will develop their knowledge and understanding of French across a range of topics, relating to their personal world and the French speaking community. These will be explored through the integrated use of the four skills: listening, speaking, reading and writing. In the HSC course, students will continue to develop their knowledge and understanding of French through the four skills.

Study may cover new topics or more detailed treatment of topics previously studied. The external HSC will include a reading and writing paper and a listening and speaking examination.

### What should I be able to do at the end of this course?

- Communicate on a personal level with native speakers of French and travel in French-speaking countries
- Participate fully in every-day life and tourist 'survival' situations like catching public transport, seeking medical attention and arranging accommodation
- Understand and appreciate French culture and society
- Further knowledge of French through continued learning or for future employment opportunities.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

The study of French provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year of in-country study in France and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

French-speaking communities have an important economic presence in Australia and are a major trading partner. Australia is also a popular destination for French-speaking tourists. France has a major role in both European and world affairs and is at the forefront of scientific and medical research, technology, telecommunications and trade. French is a significant commercial language throughout Europe.

A knowledge of French provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

For additional subject information, please contact Mrs Helga Lam, Head Teacher LOTE.

## 2 Units for each of Preliminary and HSC and an optional 1 Unit HSC Extension

Board Developed Course

**Prerequisites:** School Certificate French or equivalent knowledge is assumed. Candidates should have basic reading and writing skills and be able to understand simple conversation.

**Exclusions:** French Beginners

### What will I be doing in this course?

The Preliminary and HSC courses focus on themes and associated topics.

Students' skills in and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts. The themes are the individual, the French-speaking communities and the changing world.

Students' language skills are developed through tasks such as conversation, responding to an aural stimulus, responding to a variety of written material, writing for a variety of purposes and studying French culture through texts.

The **1 Unit HSC French Extension course** is available in year 12 for students who have completed Preliminary French Continuers and are currently studying HSC French Continuers. The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of French language and culture will be enhanced through accessing a variety of texts related to the theme and issues.

Students will extend their ability to use and appreciate French as a medium for communication and creative thought and expression.

The theme in the Extension course is the individual and contemporary society. The prescribed issues are: belonging versus alienation; coping with change and tolerance of difference.

### What should I be able to do at the end of the course?

- Communicate with native speakers of French and travel in French-speaking countries
- Exchange information, opinions and experiences in French
- Express ideas through the production of original texts in French
- Analyse, process and respond to texts that are in French
- Understand and appreciate French culture and society
- Apply French language skills in work, further study and leisure activities
- Continue the study of French at tertiary level.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

The study of French provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies.

This provides the opportunity to spend a year at an in-country study in French and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

French speaking communities have an important economic presence in Australia and are a major trading partner.

Australia is also a popular destination for French-speaking tourists. France has a major role in both European and world affairs. French is spoken in 42 countries.

It is a significant commercial language throughout Europe. A knowledge of French provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

For additional subject information, please contact Mrs Helga Lam, Head Teacher LOTE.



## 2 units for each of Preliminary and HSC

Board Developed Course

### What will I be doing in this course?

The Preliminary course investigates the interactions between the biophysical environment and human world. The course builds fundamental knowledge and understanding of the spatial and ecological dimensions of how people and nature interact in both a local and global context. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

Students complete a Senior Geography Project (SGP) in the Preliminary course where they conduct a structured investigation into a geographical issue of their own choosing. The range of geographical issues is extremely broad, giving students significant control over their own learning.

The Preliminary course covers:

- Biophysical Interactions; how biophysical processes contribute to sustainable management
- Global Challenges the study of geographical issues on a global scale
- The Senior Geography Project is a geographical study of the student's own choosing.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. The course explores the detail of these perspectives through specific case studies about biophysical and human processes, interactions and trends.

The HSC course covers:

- Ecosystems at Risk that studies the functioning of ecosystems, their management and protection;
- Urban Places is a study of world cities, mega cities and urban dynamics;
- People and Economic Activity in a local and global context.

Key concepts incorporated across all topics are change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Fieldwork reports make up a considerable part of the assessment in both years and attendance and completion of fieldwork are essential, as well as fun.

### What should I be able to do at the end of this course?

- Understand the interactions between factors that make up the natural environment and the role of people in environmental change
- Have the skills to observe surroundings and be able to develop strategies for researching existing knowledge
- Gather new knowledge about the world, environments and interactions and the people who depend on it and through your own research framework
- Communicate knowledge through a wide variety of methods.

### How will this course help me in the future?

Geography gives students a broad range of skills to interpret the world around them. It also helps to shape their lives so that they maximise their enjoyment of the wonders of nature while minimising the negative impact on the systems that support life on the planet.

If you are concerned about human impacts on the environment, sustainability, government policy, international development and the role of the individual, then Geography is for you. It ties into numerous careers, including government policy, journalism, architecture, environmental management, tourism, law and science. The leaders of the future must think globally and act locally. Geography gives you a head start.

For additional subject information, please contact Mr Mark Honeysett, Head Teacher HSIE Green (Relieving)

## 2 Units for each of Preliminary and HSC

### Board Developed Course

Exclusions: German Continuers. Eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

No knowledge of German is required. Students who select this course must be beginners. Students who studied German in Year 8 only are also eligible.

### What will I be doing in this course?

In the Preliminary course, students will develop their knowledge and understanding of German across a range of topics, relating to their personal world and the German speaking community.

These will be explored through the integrated use of the four skills: listening, speaking, reading and writing. In the HSC course, students will continue to develop their knowledge and understanding of German through the four skills.

Study may cover new topics or more detailed treatment of topics previously studied. The external HSC will include a reading and writing paper and a listening and speaking examination.

### What should I be able to do at the end of this course?

- Communicate on a personal level with native speakers of German and travel in German-speaking countries
- Participate fully in every-day life and tourist 'survival' situations like catching public transport, seeking medical attention and arranging accommodation
- Understand and appreciate German culture and society
- Further knowledge of German through continued learning or for future employment opportunities.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

The study of German provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year of in-country study in Germany and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies.

High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

German-speaking communities have an important economic presence in Australia and are a major trading partner. Australia is also a popular destination for German-speaking tourists. Germany has a major role in both European and world affairs and is at the forefront of scientific and medical research, technology, telecommunications and trade. German is a significant commercial language throughout Europe. A knowledge of German provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

## 2 units for each of Preliminary and HSC and an optional 1 Unit HSC Extension

Board Developed Course

Prerequisites: School Certificate German or equivalent

Exclusions: German Beginners

### What will I be doing in this course?

The Preliminary and HSC courses focus on themes and associated topics. Students' skills in and knowledge of German will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

The themes are: the individual, the German-speaking communities and the changing world. Students' language skills are developed through tasks such as: conversation; responding to an aural stimulus; responding to a variety of written material; writing for a variety of purposes; studying German culture through texts.

The assessment in this course will include an oral and aural component.

**The 1 Unit HSC German Extension course** is available in Year 12 for students who have completed Preliminary German Continuers and are currently studying HSC German Continuers.

The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of German language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. Students will extend their ability to use and appreciate German as a medium for communication and creative thought and expression.

The theme in the Extension course is the individual and contemporary society. The prescribed issues are: divisions in society, pressures on the individual and overcoming adversity.

### What should I be able to do at the end of this course?

- Communicate with native speakers of German and travel in German-speaking countries
- Exchange information, opinions and experiences in German
- Express ideas through the production of original texts in German
- Analyse, process and respond to texts that are in German
- Understand and appreciate German culture and society
- Apply German language skills in work, further study and leisure activities
- Continue the study of German at tertiary level.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

See entry for German Beginners.

For additional subject information, please contact Mrs Helga Lam, Head Teacher LOTE.

## 2 Units for each of Preliminary and HSC and an optional 1 Unit HSC Extension

Board Developed Course

**Prerequisites:** School Certificate Hebrew or equivalent knowledge is assumed. Candidates should have basic reading and writing skills and be able to understand simple conversation.

**Exclusions:** Hebrew Beginners

### What will I be doing in this course?

The Preliminary and HSC courses focus on themes and associated topics. Students' skills in and knowledge of Hebrew will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Hebrew-speaking communities through the study of a range of texts. The themes are the individual, the Hebrew-speaking communities and the changing world.

Students' language skills are developed through tasks such as conversation, responding to an aural stimulus, responding to a variety of written material, writing for a variety of purposes and studying Hebrew culture through texts.

### What should I be able to do at the end of the course?

- Communicate with native speakers of Hebrew and travel in Hebrew-speaking countries
- Exchange information, opinions and experiences in Hebrew
- Express ideas through the production of original texts in Hebrew
- Analyse, process and respond to texts that are in Hebrew
- Understand and appreciate Hebrew culture and society
- Apply Hebrew language skills in work, further study and leisure activities
- Continue the study of Hebrew at tertiary level.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

The study of Hebrew provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies.

This provides the opportunity to spend a year at an in-country study in Hebrew and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies.

High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Hebrew speaking communities have an important economic presence in Australia and are a major trading partner. Australia is also a popular destination for Hebrew-speaking tourists. Hebrew is spoken in 42 countries. It is a significant commercial language throughout Europe. A knowledge of Hebrew provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

For additional subject information, please contact Mrs Helga Lam, Head Teacher LOTE.

## 2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

**Students can only select one focus area of Industrial Technology.**

### **What will I be doing in this course?**

Industrial Technology Stage 6 consists of project work and an Industry Study, which develops a broad range of skills and knowledge, related to the industry focus area chosen and an introduction to industrial processes and practices.

The Focus Areas include: Multimedia Industries; Timber Products and Furniture Industries.

In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Also students must undertake the study of an individual business within the industry.

The following sections are taught in relation to the relevant focus area:

- Industry Study - structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry Specific Content and Production.

In the HSC course, students must design, develop and construct a Major Project with a management folio. Also they must undertake a study of the overall industry related to the specific focus area.

The following sections are taught in relation to the relevant focus area:

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production.

### **What else do I need to know about this course?**

The marks for this course are eligible for inclusion in the ATAR.

A materials fee applies to this course.

### **How will this course help me in the future?**

Industrial Technology gives students knowledge and skills in a particular industry and increases job opportunities in a range of practical occupations.

For additional subject information, please contact Mrs Tracy Mackenzie, Head Teacher TAS.

## 2 units for each of Preliminary and HSC

### Board Developed Course

This course is an information systems course. It is not a programming, or coding course, but it describes and uses existing software to create solutions to real world problems. Both theoretical and practical activities are undertaken in class. The course would suit students wishing to go on to further studies in computer science or courses at University/TAFE that have a component of ICT in them such as e-commerce and media courses. It is particularly relevant to students who have not undertaken a computing course in stage 4, or are lacking general skills and knowledge in the use of computers.

### What will I be doing in this course?

Information Processes and Technology is the study of computer based information systems. It focuses on information processes (Organising, Analysing, Storing and Retrieving, Processing, Transmitting and Receiving, and Displaying). Social, ethical and non-computer procedures in information systems are also considered. Through project work, students will create their own information system to meet an identified need.

### The Preliminary course covers:

- Introduction to Information Skills and Systems.
- Tools for Information Processes.
- Developing Information Systems.

In the preliminary course KHS students are trained in the use of HTML, web site construction and the use of spreadsheets.

### The HSC Course covers:

#### Information Systems and Databases

In the HSC course students learn to create and use relational databases and SQL commands. Examples of difference types of databases - centralised and distributed, normalisation of database tables, hypertext/ hypermedia databases and emerging trends in databases are considered as well as the social and ethical issues of the use of databases is also studied.

#### Communication Systems

The OSI model is reviewed and the way messages are past from source to destination is considered. Communication protocols, network topologies, network hardware and software, error checking techniques, packet switching, transmission media – wired and wireless, file compression, digital/analogue conversion, examples of communication systems, emerging trends in communications and social and ethical issues are considered in this topic.

### Option Strands - students are to complete TWO of the following options:

- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

### Project Management

- The major assignment is marked internally and is worth 20% of the course mark. Students are to use a software package/s to produce a solution to a real world problem following a system development cycle of: Understanding the problem, Planning, Designing, Implementing, Testing, Evaluating and Maintaining. Projects can/have include/d websites, videos, multimedia resource CD's, spreadsheet or database solutions, apps for mobile devices and programs.
- Techniques for managing a project including the documentation and planning of a project are considered in this section. Tools such as Gantt charts, context diagrams, DFD's, decision trees, decision tables, user manuals, diaries, storyboards, prototyping, feasibility studies, and methods of conversion are all considered.

**What will I be able to do at the end of this course?**

- Use software such as spreadsheets, databases and web authoring tools to create solutions to real world problems.
- Recognize information system solutions to real world problems
- Be aware of available and emerging information technologies
- Appreciate social and ethical issues associated with information technology such as; equity and access, privacy and copyright
- Have communication, personal and team skills to ensure that an information systems solution is appropriate for the needs of the user
- Understand related issues such as project management, documentation and user interfaces.

**How will this course help me in the future?**

The skills and concepts learnt in this course are transferrable to the work/assignments students undertake in other HSC courses in stage 6. The knowledge and skills learnt in this course are relevant to university/TAFE courses which have components of ICT, and they relate to a wide range of career roles.

For additional subject information, please contact Mr Simon Harper, Head Teacher Secondary Studies, Technology and Learning.

# Investigating Science

## 2 Units for each of Preliminary (Year 11) and HSC (Year 12)

Board Developed Course

### What will I be doing in this course?

Students explore scientific processes and apply those processes to investigate community and global scientific issues. The course is focused on developing the Working Scientifically skills and promotes active inquiry. It explores key concepts, models and phenomena in Science.

This course is designed to complement the study of the other science disciplines.

Investigating Science can be studied in combination with Biology or Chemistry or Earth and Environmental Science or Physics (or any combination up to 6 units).

The Preliminary (Year 11) course develops knowledge and understanding of cause and effect and of models, theories and laws. It covers 4 modules: Cause and Effect-Observing; Cause and Effect-Inferences and Generalisations; Scientific Models; Theories and Laws; and 1 Depth study.

The HSC (Year 12) course develops knowledge and understanding of science and technology and contemporary issues involving science. It covers 4 modules: Scientific Investigations; Technologies; Fact or Fallacy; Science and Society; and 1 Depth study.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.

Practical investigations should occupy a minimum of 70 hours of course time across both the Preliminary (Year 11) and HSC (Year 12) courses including time allocated to practical investigations in depth studies.

### What should I be able to do at the end of the course?

- Understand and critically appraise key concepts of science
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use appropriate digital technologies
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member
- Solve problems relating to key scientific concepts.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

The knowledge, understanding and skills gained from this course are intended to support student's ongoing engagement in science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

For additional subject information, please contact Mr David Aubusson, Head Teacher Science.



## 2 Units for each of Preliminary and HSC

### Board Developed Course

Exclusions: Japanese Continuers. Eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

No knowledge of Japanese is required. Students who select this course must be beginners. Students who studied Japanese in Year 8 only are also eligible.

### What will I be doing in this course?

In the Preliminary course, students will develop their knowledge and understanding of Japanese across a range of topics, relating to their personal world and the Japanese speaking community.

These will be explored through the integrated use of the four skills: listening, speaking, reading and writing. In the HSC course, students will continue to develop their knowledge and understanding of Japanese through the four skills.

Study may cover new topics or more detailed treatment of topics previously studied. The external HSC will include a reading and writing paper and a listening and speaking examination.

### What should I be able to do at the end of this course?

- Communicate on a personal level with native speakers of Japanese and travel in Japanese-speaking countries
- Participate fully in every-day life and tourist 'survival' situations like catching public transport, seeking medical attention and arranging accommodation
- Understand and appreciate Japanese culture and society
- Further knowledge of Japanese through continued learning or for future employment opportunities.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

The study of Japanese provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year of in-country study in Japan and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies.

High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Japanese-speaking communities have an important economic presence in Australia and are a major trading partner. Australia is also a popular destination for Japanese-speaking tourists. Japan has a major role in both Asian and world affairs and is at the forefront of scientific and medical research, technology, telecommunications and trade. Japanese is a significant commercial language in Asia and worldwide. A knowledge of Japanese provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

# Japanese Continuers

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## 2 Units for each of Preliminary and HSC and an optional 1 Unit HSC Extension

Board Developed Course

Prerequisites: School Certificate Japanese or equivalent

**Exclusions:** Japanese Beginners; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

### What will I be doing in this course?

The Preliminary and HSC courses focus on themes and associated topics.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

The themes are: the individual; the Japanese-speaking communities; the changing world.

Students' language skills are developed through tasks such as: conversation; responding to an aural stimulus; responding to a variety of written material; writing for a variety of purposes; studying Japanese culture through texts.

**The 1 Unit HSC Japanese Extension course** is available in year 12 for students who have completed Preliminary Japanese Continuers, and are currently studying HSC Japanese Continuers.

The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression. The theme in the Extension course is the individual and contemporary society. The prescribed issues are: impact of technology; group versus the individual; overcoming personal difficulties.

### What should I be able to do at the end of the course?

- Communicate with native speakers of Japanese and travel and study in Japan
- Exchange information, opinions and experiences in Japanese
- Express ideas through the production of original texts in Japanese
- Analyse, process and respond to texts that are in Japanese
- Understand and appreciate Japanese culture and society
- Apply Japanese language skills in work, further study and leisure activities
- Continue the study of Japanese at tertiary level.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

The study of Japanese provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies.

This provides the opportunity to spend a year at an in-country study in Japan and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Japanese companies have an important economic presence in Australia and Japan is a major trading partner. Australia is also a popular destination for Japanese tourists.

Japan has a major role in world affairs. It is in the forefront of technology, telecommunications and trade.

Japanese is a significant commercial language throughout the Asia Pacific region. A knowledge of Japanese provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

For additional subject information, please contact Mrs Helga Lam, Head Teacher LOTE.

## 2 Units for each of Preliminary and HSC

Board Developed Course

### What will I be doing in this course?

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 the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Preliminary course covers: The Legal System; The Individual and the Law; The Law in Practice.

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

The HSC course covers: Human Rights; Crime; additional options.

Two options are chosen from; Consumers, Family, Global Environmental Protection, Indigenous People, Shelter, Workplace, World Order.

There are a number of key themes that are incorporated across the course such as:

- The need for law in the operation of society;
- Influences on the Australian legal system;
- Issues of compliance and non-compliance.

### What should I be able to do at the end of the course?

- Use and understand terms used in the legal process
- Recognise legal problems and demonstrate logical reasoning in applying legal principles
- Develop a working knowledge of the Australian legal system
- Understand the evolution of the current legal system
- Evaluate the effectiveness of our legal system.

### How will this course help me in the future?

The study of Stage 6 Legal Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

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

For additional subject information, please contact Mrs Chloe Williams, Head Teacher HSIE Blue (Relieving).

## 2 Units for each of Preliminary and HSC

Board Developed Course

**Prerequisites:** The course assumes that students have achieved the majority of the outcomes in the Stage 5 (5.3) course.

**Exclusions:** Standard Mathematics

### What will I be doing in this course?

The course is intended to give students, who have demonstrated competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce.

The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students, who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

The Preliminary course covers: Functions; Trigonometric functions; Introductory Calculus; Exponential and Logarithmic Functions; Probability and Probability distributions.

The HSC course covers: Graphing Techniques; Trigonometric functions and Graphs; Applications of Differentiation and Integration; Financial mathematics; Bivariate data analysis and continuous random variables.

### What should I be able to do at the end of the course?

- Have confidence to do mathematics, demonstrating an independent and positive approach to mathematics
- Develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society
- Use appropriate logic, problem solving and reasoning skills to analyse and solve a given problem.

### How will this course help me in the future?

The Mathematics Advanced (2 Unit) course provides the minimum basis for entry into university courses requiring mathematics, including courses in science, engineering, computing, economics and business studies. Students intending to do tertiary studies should check recommendations for specific courses.

Students who have acquired a very high level of competence in the 5.3 course in Years 9 and 10 and who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 or Extension 2 courses in conjunction with the Mathematics Advanced course.

For additional subject information, please contact Mrs Rema Nath, Head Teacher Mathematics.

## 2 Units for each of Preliminary and HSC

Board Developed Course

*There are two Standard Mathematics courses offered in Stage 6. Regardless of which HSC course student's study (Standard 1 or Standard 2), ALL students study the same content in the Preliminary Standard Mathematics Course.*

*The HSC Mathematics Standard 2 course is an (examinable) Board Developed Course, allowing students to count their mathematics study towards the calculation of an ATAR in 2019.*

*The Mathematics Standard 1 course has an optional HSC examination that can be used to contribute towards a student's ATAR in 2019. This course will only run as a course for the 2019 HSC if student interest is sufficient.*

**Prerequisites:** The Preliminary Mathematics Standard course is constructed on the assumption that students have experienced all of the Stage 5.1 content of the *Mathematics Years 7–10 Syllabus* (2012). For students who intend to study the HSC Mathematics Standard 2 course, it is recommended that they experience at least some of the Stage 5.2 content, particularly the substrands of: Financial mathematics, Linear relationships, Non-linear relationships, Trigonometry, Single variable data analysis and Probability. Completion of the Preliminary Mathematics Standard course is a prerequisite for the study of the HSC Mathematics Standard 2 course (and the HSC Mathematics Standard 1 course).

**Exclusions:** Students may not study the Preliminary Mathematics Standard course or the HSC Mathematics Standard 2 course (or the HSC Mathematics Standard 1 course) in conjunction with any other mathematics course in Stage 6.

### What will I be doing in this course?

The Preliminary Mathematics Standard course contains of four strands: Algebra, Measurement, Financial Mathematics and Statistical Analysis and is focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives.

The HSC Mathematics Standard 2 course has been written on the assumption that students have demonstrated a high level of competence in the Preliminary Mathematics Standard course. It is designed for students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

The HSC Mathematics Standard 1 course is designed to help students improve their numeracy by building their confidence and success in making mathematics more meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training.

### What should I be able to do at the end of this course?

- apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts
- use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks
- use mathematical skills and techniques, aided by appropriate technology to organise information and interpret practical situations
- interpret and communicate mathematics in a variety of written and verbal forms including diagrams and graphs.

**How will this course help me in the future?**

The Preliminary Mathematics Standard /HSC Mathematics Standard 2 pathway provides a context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

The HSC Mathematics Standard 2 course provides students with the opportunity to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies.

The HSC Mathematics Standard 2 course provides a strong foundation for a broad range of vocational pathways, as well as for a range of university courses.

The HSC Mathematics Standard 1 course improves students numeracy skills and allows them to better manage situations and solve problems in real contexts, such as everyday life, work or further learning.

For additional subject information, please contact Mrs Rema Nath, Head Teacher Mathematics.

# Mathematics Preliminary Extension 1

1 Unit in Preliminary

# Mathematics HSC Extension 1

1 Unit in HSC

# Mathematics HSC Extension 2

1 Unit in HSC



Board Developed Courses

**Prerequisites:** The course assumes that students have achieved all the outcomes in the Stage 5 (5.3) course.

They must concurrently be studying Mathematics 2 Unit in Preliminary and HSC years.

HSC Extension 1 course is prerequisite for Extension 2 course

**Exclusions:** Standard Mathematics

## What will I be doing in these courses?

The content of the Extension courses and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world.

It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce.

The Preliminary Extension 1 course covers: Graphical Relationships and Inequalities; Polynomials; Inverse Functions; Inverse Trigonometric Functions; Further Trigonometric Identities; Rates of change; Combinatorics and harder applications of the Mathematics course.

The HSC Extension 1 course covers:

- Proof by Mathematical Induction
- Operations with Vectors
- Projectile Motion
- Trigonometric Equations
- Integration of  $\sin^2 x$ ,  $\cos^2 x$  and Inverse Trigonometric functions
- Applications of Calculus
- Differential equations
- The Binomial Distribution
- Normal approximation to sample proportion

The HSC Extension 2 course is designed for students with a special interest in mathematics that have shown that they possess special aptitude for the subject.

They must concurrently be studying Mathematics 2 Unit and HSC Extension 1.

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses.

It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus.

These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.



The main topics covered are: The Nature of Proof, Further Proof by Mathematical Induction, Three-dimensional Vectors, Complex Numbers, Integration and Mechanics.

**What should I be able to do at the end of this course?**

- Appreciate the intellectually challenging nature of mathematics and experience success in solving difficult problems.
- Approach problems requiring complex and abstract mathematics with a positive, inquiring and self-assured attitude
- Apply complex mathematics techniques to a wide variety of challenging problems
- Have confidence in my ability to do mathematics and enjoy seeing mathematics in the world around me
- Be aware of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society.

**How will this course help me in the future?**

The Extension 1 course is a recommended minimum basis for further studies in mathematics as a major discipline at university and for the study of mathematics in support of the physical and engineering sciences.

Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course that is excellent preparation for tertiary study in mathematics or science-based courses. Students should check recommendations for specific courses.

For additional subject information, please contact Mrs Rema Nath, Head Teacher Mathematics.

## 2 Units for each of Preliminary and HSC and an optional 1 Unit HSC Extension

Board Developed Course

### What will I be doing in this course?

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

The Preliminary Course consists of:

I: Investigating Modern History

- The Nature of Modern History
- Case Studies, such as The Decline and Fall of the Romanov Dynasty, The Boxer Rebellion in China and The Meiji Restoration

II: Historical Investigation – Terrorism in the modern world

III: The Shaping of the Modern World; focus on ONE topic, such as The Enlightenment, World War I or The End of Empire

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

The HSC Course, focused on the 20th Century, consists of:

I: Core Study: Power and Authority in the Modern World 1919–1946

II: A National Study

III: A Peace and Conflict study

IV: A Change in the Modern World study

Students who have successfully completed the Preliminary Course and continue studying an HSC Course in either Modern or Ancient History are eligible to attempt the HSC History Extension Course. The History Extension Course involves the study and evaluation of the ideas and processes used by historians to produce history. In Part I of the course, students investigate the construction of history through exploring key questions and one case study of a topic such as the Crusades or Appeasement. In Part II, students design, undertake and communicate an individual investigative project. Students must have good research skills and an independent approach to learning to be successful in this course.

### What should I be able to do at the end of the course?

- Explain and form arguments about the cause and effects of change
- Evaluate the role of historical features, individuals, groups and ideas in shaping the past and their significance to the development of the modern world
- Analyse the different perspectives of individuals and groups in their historical context
- Gather evidence from a range of primary and secondary sources in response to specific questions about the modern world
- Analyse and interpret information from a variety of sources
- Plan and conduct historical investigations and present reasoned conclusions, using relevant evidence from a range of sources
- Communicate historical understanding, using historical knowledge, concepts and terms
- Appreciate the contribution of historical studies to an understanding of the modern world.

### **How will this course help me in the future?**

The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.

For additional subject information, please contact Mrs Chloe Williams, Head Teacher HSIE Blue (Relieving).

## 2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Music 2

### What will I be doing in this course?

In the Preliminary and HSC courses students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics for each year of the course.

Topics are chosen from a list of 21 topics which cover a range of styles, periods and genres.

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

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

### What should I be able to do at the end of the course?

- Perform at a high level of musicality and technique on their chosen instrument.
- Analyse and compare the different styles of contemporary and classical music.
- Compose a piece in a variety of contemporary styles.
- Demonstrate an understanding of the historic development of contemporary music.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

Music 1 provides many of the skills required in the diverse fields of the Music industry.

Students may progress into music courses at TAFE NSW or university with a good foundation of knowledge and practical skills. Music also provides knowledge and skills to enhance enjoyment of everyday life.

For additional subject information, please contact Mrs Mel Gleeson, Head Teacher CAPA.

## 2 Units for each of Preliminary and HSC and an optional 1 Unit HSC Extension

Board Developed Course

Exclusions: Music 1

### What will I be doing in this course?

In the Preliminary and HSC courses students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study the Mandatory Topic, Music 1600–1900, in the Preliminary year, and the Mandatory Topic, Music of the Last 25 Years (Australian focus), in the HSC year.

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

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

The 1 Unit HSC Music Extension course is available in year 12 for students who have completed Preliminary Music 2 and are currently studying HSC Music 2. It builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

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

Students selecting Composition or Musicology as their area of specialisation in the Extension course 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 BOSTES to validate authorship of the submitted work.

### What should I be able to do at the end of the course?

- Perform at a high level of musicality and technique on their chosen instrument.
- Analyse the compositional techniques used in a variety of styles.
- Compose a work in one of the styles found in music of the last 25 years.
- Demonstrate an understanding of the historic development of music from the Baroque Period to the present day.
- Discuss, with references to a variety of major composers, the development of music from a cultural and historical context.
- Transcribe and discuss academically, music heard and from scores.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

Music 2 provides skills required in the diverse fields of the Music industry. This course is designed for the academic music student who intends to progress into tertiary music courses at university with a strong foundation of knowledge, analytical and practical skills.

For additional subject information, please contact Mrs Mel Gleeson, Head Teacher CAPA.

# Personal Development, Health & Physical Education (PDHPE)



## 2 Units for each of Preliminary and HSC

Board Developed Course

### What will I be doing in this course?

The Preliminary course examines a range of areas that underpin health and physical activity. This includes current thinking about health and physical activity, the management of personal health and basic body movement.

In the Preliminary course the core topics are: Core 1 – Better Health for Individuals and Core 2 – The Body in Motion.

The optional component includes two options each from: First Aid, Composition and Performance, Fitness Choices, Outdoor Recreation.

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

The HSC Course covers core topics: Health Priorities in Australia and Factors Affecting Performance.

The optional component includes two options each from: the Health of Young People, Sport and Physical Activity in Australian Society, Sports Medicine, Improving Performance, Equity and Health.

### What should I be able to do at the end of the course?

- Understand values and attitudes that promote healthy and active lifestyles and communities
- Demonstrate knowledge and understanding of the factors that affect health
- Demonstrate a capacity to exercise influence over personal and community health outcomes
- Demonstrate knowledge and understanding about the way the body moves
- Demonstrate an ability to take action to improve participation and performance in physical activity
- Demonstrate an ability to apply the skills of critical thinking, research and analysis.

### How will this course help me in the future?

Undertaking this course will provide foundation studies for those students with a special or vocational interest in human movement, and individual and community health issues.

The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, medicine, nursing, nutrition, health promotion, physiotherapy, coaching or physical education teaching.

For additional subject information, please contact Mr Duncan Smith, Head Teacher PDHPE.

## 2 Units for each of Preliminary (Year 11) and HSC (Year 12)

Board Developed Course

### What will I be doing in this course?

Students explore matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time—from nuclear particles and their interactions up to the size and age of the Universe.

The Preliminary (Year 11) course develops knowledge and understanding of fundamental mechanics and energy. It covers 4 modules: Kinematics; Dynamics; Waves and Thermodynamics; Electricity and Magnetism; and 1 Depth study.

The HSC (Year 12) course develops knowledge and understanding of advanced mechanics and electromagnetism and the role of evidence and prediction in the development of theories in physics. It covers 4 modules: Advanced Mechanics; Electromagnetism; The Nature of Light; From the Universe to the Atom; and 1 Depth study.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.

Practical investigations should occupy a minimum of 70 hours of course time across both the Preliminary (Year 11) and HSC (Year 12) courses including time allocated to practical investigations in depth studies.

The study of Physics requires students to have a strong background in Science and Mathematics in Year 10. It is a demanding subject requiring a solid foundation in these disciplines and a strong commitment to study. It is highly recommended that to do Physics, you would also be enrolled in a minimum of Mathematics.

### What should I be able to do at the end of this course?

- Understand and critically appraise basic concepts of modern physics
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use appropriate digital technologies
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

Physics, either studied alone or in combination with another science subject, is highly recommended preparation for many science based university courses. Students interested in medicine, aviation, engineering and the Defence forces should consider selecting Physics.

For additional subject information, please contact Mr David Aubusson, Head Teacher Science.

## 1 Unit for HSC Year 12

Board Developed Course

### What will I be doing in this course?

The study of Science Extension enables students with a passion for science to explore the development of the scientific process over time, undertake high-level authentic scientific research, communicate findings and propose further research.

This course focuses on the nature, development and processes of science. It requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific report that reflects the standards generally required for publication in a scientific journal.

The course covers 4 modules: The Foundations of Scientific Thinking; The Scientific Research Proposal; The Data, Evidence and Decisions; The Scientific Research Report; and 1 Scientific Research Project and Report supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the "HSC: All My Own Work" course.

The study of Science Extension requires students to have a very strong background in one or more of the Science Preliminary Courses. It is a very demanding subject and requires a strong commitment to study. It is highly recommended that to do Science Extension, you would also be enrolled in and performing well in Mathematics Extension 1 or 2.

### What should I be able to do at the end of this course?

- Design and conduct scientific research
  - Deepen and build upon how to analyse and interpret data
  - Refine and extend the skills of Working Scientifically
  - Gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examine this data in relation to relevant publicly available data sets.

### What else do I need to know about this course?

- A materials fee applies to this course.
  - Prerequisite courses for entry into Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.
  - Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

### How will this course help me in the future?

This course is designed for students with a passion and aptitude for scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

For additional subject information, please contact Mr David Aubusson, Head Teacher Science.



## 2 Units for each of Preliminary and HSC

Board Developed Course

### What will I be doing in this course?

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. It is a conceptually based course that promotes awareness of cultural continuities and changes within societies and cultures. This course enables students to develop understanding of themselves, their own society, and societies and cultures around the world.

Students develop an understanding of research methods and undertake social research using various methods in an area of particular interest to them. These research skills are then assessed externally in the HSC Course, in the Personal Interest Project (PIP).

The Preliminary course covers:

- The Social and Cultural World - the interaction between persons and groups in society
- Personal and Social Identity - socialisation and the development of identity in a variety of social and cultural settings
- Intercultural Communication - how people in different cultures behave, interact and communicate.

The HSC course has two compulsory components and two depth studies:

- Social and Cultural Continuity and Change (Core) - study of continuity and change in a selected country. At Killara we study South Africa for this topic.
- The Personal Interest Project (Core) - an individual research project into a social/cultural issue.
- Popular Culture (Depth Study) - the interconnection between individuals and popular culture, with a focus on reality television.
- Social Inclusion and Exclusion (Depth Study) - the nature of social inclusion and exclusion in societies and cultures, with a focus on women in India.

### What should I be able to do at the end of the course?

- Understand the complexity and diversity of the social and cultural world, including an understanding of how and why similarities and differences exist within and between societies.
- Demonstrate an understanding of the knowledge, skills, values and attitudes essential to achieving social and cultural literacy via the examination of the interactions between persons, societies, cultures and environment across time
- Understand and utilise a range of research methods (interviews, questionnaires, content analysis etc.) to understand their social research.

### How will this course help me in the future?

Society and Culture prepares students for immediate transition to work or tertiary study. Students learn to analyse issues, write reports, work in teams, conduct individual research, communicate with a variety of people in many ways, and to understand their place in the global community.

The course is relevant for students now and in their future. Society and Culture would be particularly valuable to students who wish to undertake further study in the humanities, social sciences, behavioural sciences, communication, business and law, but would provide useful skills for any university or TAFE NSW course. It draws on cross-disciplinary concepts and social research methods from anthropology, communications, cultural and media studies, philosophy, social psychology and sociology.

For additional subject information, please contact Mr Mark Honeysett, Head Teacher HSIE Green (Relieving).

## 2 units for each of Preliminary and HSC

Board developed course

### What will I be doing in this course?

This course is designed to allow students to create and develop computer – based solutions that require the design of computer software. It encourages students to be creative, problem solving collaborators in a work environment, promoting intellectual, social and ethical growth in the field of computing. This course is suited to students who have an interest in programming that is already expressing itself in the amount of time spent at the computer and some ability to solve problems through analysis and design.

#### The Preliminary course covers:

Concepts and Issues in the Design and Development of Software – social and ethical issues, hardware and software, software development approaches.

Introduction to Software Development – defining and understanding the problem, planning and designing the solution, implementing, testing, evaluating and maintaining software solutions.

Developing Software Solutions – develop a software application.

#### The HSC course covers:

Development and Impact of Software Solutions – social and ethical issues, application of software development approaches

Software Development Cycle - defining and understanding the problem, planning and designing the solution, implementing, testing, evaluating and maintaining software solutions (in more detail)

Developing a Solution Package – complete a Major Project that is internally marked.

Options – ONE option topic chosen – Programming Paradigms or The interrelationship between software and hardware.

### What should I be able to do at the end of this course?

- Use standard programming techniques to create solutions to real world problems.
- Use a variety of programming languages to develop solutions
- Design, build, check and modify software solutions using industry standard tools and methods.
- Understand the terminology, techniques and algorithms used by programmers.
- Be aware of relevant social and ethical issues effecting software developers.

### How will this course help me in the future?

Software Development and Design prepares students for tertiary study and work. It is recommended for anyone contemplating further study or careers in but not limited to, Computing Science, App Development, Project Management and Game Development.

For additional subject information, please contact Mr Simon Harper, Head Teacher Secondary Studies, Technology and Learning.

## **1 unit for each of Preliminary and HSC**

### **An accelerated course to be completed in one year**

Board Developed Course

#### **What will I be doing in this course?**

Studies of Religion promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context.

Students studying the 1 Unit Course will complete two Religious Traditions Studies. These will investigate significant people, ethical issues and significant practices in relation to each Tradition.

The Preliminary course has:

- One Foundation Study: The nature of religion and beliefs
- Two Religious Traditions: Depth Studies selected from Buddhism, Christianity, Hinduism, Islam, and Judaism.

The HSC course has:

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

#### **What should I be able to do at the end of the course?**

- Understand the nature and influence of a range of religious traditions in Australian society
- Empathise with both the similarities and differences of the world's religions.
- Select and organise information from a variety of sources
- Evaluate information for usefulness, validity and bias
- Communicate information in appropriate written, oral and graphic forms.

#### **How will this course help me in the future?**

This course will provide students with understanding and respect for religious beliefs and practices in our multicultural society. The impact of religion in world affairs is a reality. Understanding the world's main religions assists in the interpretation of current world events. It will also develop expertise in a variety of skills and key competencies that are essential to further education, work and everyday life.

For additional subject information, please contact Mr Mark Honeysett, Head Teacher HSIE Green (Relieving).

## 2 Units for each of Preliminary and HSC

Board Developed Course

### What will I be doing in this course?

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian textile industry.

Practical experiences are integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work.

The Preliminary course covers:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI).

The HSC course builds upon the Preliminary course and involves the study of the historical design development, the influence of culture on design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. The course integrates the development of a Major Textiles Project that allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design.

Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

The HSC course covers:

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

### What should I be able to do at the end of the course?

- Know about and understand the functional and aesthetic requirements of textiles for a range of applications
- Have practical skills in design and manipulation of textiles through the use of appropriate technologies
- Apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items
- Have skills in experimentation
- Know about and understand the Australian Textiles, Clothing, Footwear and Allied Industries
- Appreciate the significance of textiles in society.

### What else do I need to know about this course?

A materials fee applies to this course.

### How will this course help me in the future?

The skills and knowledge acquired are applicable for a career in the fashion industry, theatrical design, the textile industry, teaching, fibre and fabric research and development, artisan work in textiles including textiles art, interior design, advertising, marketing and associated commercial fabric buying. This course gives practical problem solving skills linking scientific research to manufacturing experience. The folio component is thorough and detailed to allow a transition into a variety of creative and manufacturing based subjects. Resource management and awareness of future issues and direction would prepare students for work in the environmental and policy development of Australian resources.

For additional subject information, please contact Mrs Tracy Mackenzie, Head Teacher TAS.

## 2 Units for each of Preliminary and HSC

Board Developed Course

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

### What will I be doing in this course?

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused. Students will study artworks in at least two expressive forms and use a process diary. They will also undertake a broad investigation of ideas in art making, art criticism and art history. Their learning opportunities focus on:

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

The HSC course provides for deeper and more complex investigations.

It requires the development of a body of work and use of a process diary. It includes a minimum of five Case Studies, (4–10 hours each), and deeper and more complex investigations in art making, art criticism and art history.

The learning opportunities focus on:

- How students may develop their practice in art making, art criticism, and art history
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between artists, art works, the world and audiences within the art world and apply these to their own investigations
- How students may further develop meaning and focus in their work.

### What should I be able to do at the end of the course?

- Present a body of work that shows creativity and strength in its ideas and representation of subject matter
- Use art materials with confidence, sensitivity and technical competence
- Initiate an art making process that is sustained and reflective
- Identify an individual approach to art making
- Write about artworks, artists and art styles in art history from different perspectives
- Describe how the relationship between the artist, artwork, the audience and the world creates meaning in art.

### What else do I need to know about this course?

A materials fee applies to this course.

**How will this course help me in the future?**

In Visual Arts students will develop skills and qualities that are relevant to many situations in the workplace and in further study. This course encourages them to become a critical consumer of contemporary visual culture in a world that is dominated by visual images. They will develop the confidence to express their individuality and acquire the skills to express these in a creative way. The course encourages tolerance and empathy for different values and beliefs. Visual Arts will also strengthen students' problem-solving and thinking skills especially in the area of visual communication.

This course is recommended background for many university and TAFE NSW courses in Visual Arts and Design.

**Board Developed  
Category B Courses  
(ATAR eligible)**

## Certificate II in Construction Pathways (CPC20211)

**240 hours**

**2 units for each of Preliminary and HSC**

Board Developed Vocational Education and Training (VET) Course

Exclusion: Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course.

The Construction curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

- Students who are assessed as competent in all of the prescribed units of competency in Construction (240 hours) will be eligible for a Statement of Attainment showing partial completion of Certificate II in General Construction. Students may be eligible for Certificate I in General Construction.
- Students who are assessed as competent in all of the units of competency in Construction (120 hours) will be eligible for a Statement of Attainment showing partial completion of the Certificate I in General Construction.

### What will I be doing in this course?

This course provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organizing 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, tiler, concreter, painter and decorator and wall or floor tiler.

This course is compiled of eight compulsory units of competency and seven elective units.

Students will need to develop and exhibit these competencies throughout the entire course. These core units of competency focus on developing and refining the skills required to work effectively within the industry. The core units of competency specifically address industry awareness, communicating with others, planning for work, quality principles, working safely and introductory tools and techniques.

The electives available in the course complement these competencies by providing a range of practical and technical skills. Elective units available are from the area of General Construction.

### What else do I need to know about this course?

- Students **must** complete a minimum of 70 hours' work placement in a hospitality related industry workplace (35 hours in each of Years 11 and 12).
- This is a competency based course. 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 that they can effectively carry out the various tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.
- Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the compulsory units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the 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.
- The HSC exam mark for this course may be included in the ATAR (Category B).
- Cost of the White Card is \$30.
- A materials fee applies to this course.



**What should I be able to do at the end of the course?**

- Be familiar with the construction industry and career structures within the industry
- Seek and attain suitable and rewarding employment in the construction industry
- Function competently and confidently at the entry level standard of a construction work environment.

**How will this course help me in the future?**

The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force, particularly into trades such as carpentry and general construction. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma in minimum time and articulate, if they choose, to university, with advanced standing.

For additional subject information, please contact Mrs Tracy Mackenzie, Head Teacher TAS.

## 2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** English Standard; English Advanced, English Extensions, EAL/D

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.

Students strengthen their ability to access and comprehend information, to assess its reliability, and to synthesise knowledge gained from a variety of sources. Through its structured and focused approach to responding to and composing texts, the English Studies course also provides students with opportunities to develop in and to appreciate the imaginative and affective spheres and to recognise how texts convey, interpret and reflect ways of thinking about oneself and the world.

The English Studies course also provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies. It also encourages the continued development of skills in literacy, individual and collaborative processes and reflective learning. Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education.

For additional subject information, please contact Mrs Loveday Sharpington-Recny, Head Teacher English (Relieving).

## Certificate II in Hospitality (Kitchen Operations) (SIT 20312)

**240 hours**

**2 Units for each of Preliminary and HSC**

Board Developed Vocational Education and Training (VET) Course

**Exclusion:** Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course. Special arrangements may apply for students wishing to study Hospitality and Tourism.

The Hospitality curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

### What will I be doing in this course?

This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmental sustainable work practices, hygiene and safety as well as basic skills in commercial cookery. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendance, kitchen hand, chef/cook and restaurant manager/owner.

The course is based on units of competency, which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

This course is compiled of eight core units of competency, five Commercial Cookery Stream units and five elective units. In the core of the course, students concentrate on developing the skills to work effectively in a hospitality environment including hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment.

### What else do I need to know about this course?

- Students **must** complete a minimum of 70 hours' work placement in a hospitality related industry workplace (35 hours in each of Years 11 and 12).
- The completion of this course will give students a Statement of Attainment towards the Certificate II in Hospitality (Kitchen Operations) (SIT 20312).
- This is a competency based course. 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 that they can effectively carry out the various tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.
- Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the compulsory units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the 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.
- The HSC exam mark for this course may be included in the ATAR (Category B).
- Students will need to wear a chef's uniform in order to meet industry training requirements.
- A materials fee applies to this course.

**What should I be able to do at the end of the course?**

- Be familiar with the hospitality industry and career structures within the industry
- Seek and attain suitable and rewarding employment in the hospitality industry
- Function competently and confidently at the entry level standard of a commercial cookery work environment
- Have knowledge and skills required to perform a range of tasks in a variety of industry environments.

**How will this course help me in the future?**

The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force in areas such as hotels, clubs, restaurants, community food service organisations, catering organisations and resorts, as well as many other sections of the tourism industry.

This course enhances vocational pathways for students who are interested in pursuing hospitality studies in further education. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma in minimum time and articulate, if they choose, to university, with significant advanced standing.

Students are also offered the opportunity to apply for scholarships at Hotel Schools.

For additional subject information, please contact Mrs Tracy Mackenzie, Head Teacher TAS.

**Vocational Education and  
Training (VET) Courses  
delivered by TAFE  
(ATAR and Non ATAR Courses)**

Killara High School senior students may access a range of TAFE VET courses (known as TVET) on offer at various TAFE campuses around Sydney. With the exception of extension courses, each TVET course has a 2-unit value and is generally offered on a Tuesday afternoon. Students enrolled in TVET courses are expected to manage their own transport arrangements to and from TAFE and may miss a lesson on that day at school. It is a student's responsibility to make up any missed classwork. Additional paperwork is required for students to secure their place in a TVET course. Students must complete a TVET expression of interest form available from the Careers Staffroom to apply for a course prior to the end of Term 3. Please note places in a TVET course are not guaranteed due to funding allocations determined by the Department of Education. See Mrs Campbell or Mrs Macpherson the Careers Advisers for more information.

TVET courses can be divided into two categories:

### 1. Industry Curriculum Framework Courses (Category B ATAR eligible)

These B category courses are based on national training packages and if taken over two years, provide students with an opportunity to gain a Certificate I or II. In addition, if a student studies the same framework course for two years and undertakes the optional NESAs exam, the mark **can be used in the calculation of an ATAR**. It is important, however, to remember that only one B category subject can be included in a student's ATAR calculation. Furthermore, Work placement is a mandatory component of all framework courses.

Below is a sample list of some of the framework courses. Please note these are subject to change and students can visit the Careers staffroom for the most up to date course details:

- Automotive Vehicle Servicing
- Business Services
- Construction Pathways
- Electrotechnology - Electrical
- Entertainment
- Financial Services - Accounts Administration
- Human Services - Health Services Assistance
- Information and Digital Technology – Networking
- Information and Digital Technology – Animation
- Information and Digital Technology – Games Development
- Information and Digital Technology – Web Application
- Metal and Engineering
- Primary Industries - Horticulture
- Retail Services
- Tourism, Travel and Events – Events
- Tourism, Travel and Events - Tourism

## 2. Non Framework Courses

These courses can contribute to a student's preliminary and/or HSC units but **cannot be included in an ATAR**. Courses run for three terms and are available to students in both Years 11 and 12 with some courses offering a second year of study.

Below is a sample list of previously offered non-framework courses. Please note these are subject to change and students can visit the Careers staffroom for the most up to date course details:

- Beauty - Retail Makeup and Skin Care
- Community Services Introduction to Children's Services
- Community Services Introduction to Social Work (Welfare)
- Fashion and Textiles
- Floristry
- Hairdressing
- Marketing
- Music Industry - Music
- Musical Theatre and Performance
- Plumbing
- Property Services (Agency)
- Retail Baking
- Screen and Media – Film and Television
- Skills For Work and Vocational Pathways - Foundation Skills/Business Admin Focus
- Skills For Work and Vocational Pathways - Foundation Skills/Hospitality Focus
- Skills For Work and Vocational Pathways - Foundation Skills/Retail Focus
- Sport, Fitness and Recreation
- Visual Arts, Crafts and Design – Design Fundamentals
- Visual Arts, Crafts and Design - Design Fundamentals (Fashion)
- Visual Arts, Crafts and Design – Design Fundamentals - Photography

Courses and their availabilities are subject to change based on sufficient demand and resources. It is important to note that exclusions apply and that certain combinations of school and TVET courses are not permitted by NESAs. Therefore students choosing TVET courses should ensure that their course selections meet NESAs requirements for the successful completion of their HSC and ATAR if desired.

## 3. School-based Traineeships and Apprenticeships

Killara High School also offers students the flexibility to enrol in either a school-based apprenticeship or traineeship for the duration of Years 11 and 12. The apprenticeship or traineeship will not only contribute units to a student's HSC, it also has the potential to give participants an opportunity to complete Stage 1 of either an apprenticeship or traineeship. Students undertake a minimum of 100 days of paid work experience across Years 11 and 12 as well as attending training for up to one day a week. Interested students should visit the Careers Staffroom for more information.

For additional subject information, please contact Mrs Sophie Campbell or Mrs Elif Macpherson, Careers Advisers.

# **Content Endorsed Courses (Non ATAR eligible)**

**Content Endorsed Courses (CECs) have syllabuses endorsed by BOSTES to cater for areas of special interest not covered in the Board Developed Courses.**



# Sport Lifestyle and Recreation Studies (SLR)



## 1 Unit in Preliminary only

Content Endorsed Course

School Delivery

**Exclusions:** Students studying SLR must not study modules which duplicate PDHPE modules.

### What will I be doing in this course?

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.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: Aquatics; Athletics; First Aid; Fitness; Specific Sports; Gymnastics; Outdoor Recreation; Sports Administration; Coaching; Social Perspectives of Sport; and Healthy Lifestyle.

### What will I be able to do at the end of this course?

- Understand and appreciate the factors that influence health and participation in physical activity
- Understand the principles that impact on quality of performance
- Analyse and implement strategies to promote health, activity and enhanced performance
- Identify the relationship between a healthy lifestyle and diet and exercise
- Be aware of anatomy and physiology
- Create and refine my own performance of movement skills and safe sporting practices.

### How will this course help me in the future?

Students selecting this course should be interested in sport with a desire to explore the working and functioning of the human body. This course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education, physical education, nursing, occupational health, physiotherapy.

For additional subject information, please contact Mrs Sophie Campbell or Mrs Elif Macpherson, Careers Advisers.

## 2 Units in Preliminary and / or HSC

Content Endorsed - Other Endorsed Studies (OES)

School Delivery

### **What will I be doing in this course?**

Work in all its forms – paid and unpaid- plays a central role in our lives. This course provides an awareness of issues and concepts related to the world of work, and the acquisition of work-related skills. The strong practical orientation of the course allows students to develop a range of skills and attitudes in actual work place contexts either in the form of work placement or by visiting workplaces or short term investigation of work places. The value of these experiences will be reinforced by the school based components of the course, which provide both a knowledge base and the opportunity for structured reflection on workplace learning.

### **What should I be able to do at the end of this course?**

- Have knowledge skills, values and attitudes to facilitate school to work transition
- Understand the changing nature of work organisation and the implications for individuals and society.
- Understand the relationships between education, training, work and lifestyle.

### **What else do I need to know about this course?**

This course will run as a two year two unit course. It is envisaged that students who select this course will not be continuing to University studies, and will be studying Standard English as well as vocational courses. There is no HSC end of course exam, but rather continuous assessment including skills and formal exams.

### **How will this course help me in the future?**

Students who study this course should be well equipped to enter the world of work. The Core studies of “Work and Change” and “Experiencing Work” plus the many elective modules, provide students with the skills to seek work, develop Interview skills, as well as understand the many aspects of the workplace. Elective modules could include Career planning, Job seeking and interviews and Occupational Health and Safety and First Aid in the workplace.

For additional subject information, please contact Mrs Sophie Campbell or Mrs Elif Macpherson, Careers Advisers.