THE JANNALI HIGH SCHOOL

'the place to succeed'

PRELIMINARY 2022
HSC 2023

SUBJECT SELECTION INFORMATION BOOKLET

Industrial Technology - Timber

Photography, Video & Digital Imaging

Chemistry

Textiles Technology

THE HSC @ THE JANNALI HIGH SCHOOL

The Higher School Certificate is completed over two years. Year 11 is known as the Preliminary Course and Year 12 is known as the HSC Course. At The Jannali High School we offer you a full range of subjects to cater for individual abilities, interests and goals.

There are many different subjects and courses from which to choose. We speak in terms of units. There are:

- 2 unit and
- extension courses

} two units means 8 periods per cycle

We expect you, as a senior student, to have a sense of responsibility towards your own education. We expect you to organise your time so that you are up-to-date in all your subjects. We expect you to research independently and be able to write in a variety of ways, including essays.

You can choose different types of courses:

1. **Board Developed Courses** (BDC's) are developed by NESA (the former Board of Studies). They are used in the calculation of the Australian Tertiary Admission Rank (ATAR). Note: They are usually 2 unit courses and extension courses. You must complete at LEAST 6 units of Board Developed Courses to be eligible for your HSC.

   Industry Curriculum Framework Vocational Education and Training (VET) Courses are available in a number of areas. These offer accreditation through the relevant Registered Training Organisation (RTO) as well as the HSC and require students to participate in mandatory 70 hours work placement. These are 2 unit courses and contribute towards an ATAR (if you sit the HSC examination in the subject).

2. **Board Endorsed Courses** do not contribute towards an ATAR.
   These 2 unit courses are endorsed by NESA but do not contribute to an ATAR.

The Australian Tertiary Admission Rank (ATAR)

Universities use the ATAR to help them select students for their courses. Students must carefully select their subject pattern in order to be eligible to receive an ATAR. The Australian Tertiary Admission Rank (ATAR), is calculated from a student's results in 10 units of Board Developed Courses including at least 2 units of English. No more than 2 units of Category B subjects (see list on Subjects page) can be counted.

The index is calculated by the Universities Admission Centre (UAC) from information supplied to them by NESA and is a rank from 0.00 TO 99.95. ATAR cut offs are used to determine which students gain entrance to which university course.

Only students who intend to go to university after their HSC need an ATAR. The ATAR is a rank (not a mark) that indicates a student's position.

Details of ATAR requirements can be found in the Universities Admissions Centre Handbook or on the UAC website at www.uac.edu.au.

WHAT ADVANTAGES WILL THE HSC GIVE YOU?

- better employment prospects. Most employers expect applicants to have at least 12 years of schooling
- wider career choice
- opportunities to enter tertiary education at a higher level
- increased knowledge, skills and experience
- increased maturity and confidence when dealing with other people
- better communication skills – oral and written
- a greater sense of self-esteem, satisfaction and achievement

HOW DO YOU CHOOSE YOUR SUBJECTS?

There are several key considerations for you:

ABILITIES
Choose subjects in which you are capable of doing well.

INTERESTS
Choose subjects that interest you.

MOTIVATION
Choose subject areas that you want to study.

CAREER ASPIRATIONS *and* NEEDS
Be realistic about your career choices and about your subject choices.
Check university pre-requisites, assumed knowledge and recommended knowledge.

In choosing your subjects, it is recommended you talk to some or all of the following people who can help you decide:

- Careers Adviser
- Class Teacher
- Head Teacher
- Year Adviser
- Parents / and/or members of your family

CAN YOU CHANGE SUBJECTS?

It is possible, under certain circumstances, to change subjects. It involves a significant increase in your workload to catch up. Be realistic with your choices – if you enjoy and are experiencing success in a subject in Year 10 then this is a good basis on which to choose HSC subjects.

THERE ARE NO EASY OPTIONS! There is a big workload in ALL courses.

SUMMARY OF CURRICULUM REQUIREMENTS FOR THE 2023 HIGHER SCHOOL CERTIFICATE

To be eligible for the award of the Higher School Certificate, you need to:

1 be enrolled at a NSW government or registered school;

2 study a permitted combination of courses;

3 complete the requirements for each course, including any necessary practical or project work;

4 complete assessment tasks in both the Preliminary (Year 11) and HSC courses;

5 sit for, and make a genuine attempt at, all required examinations.

6 meet the requirements of the minimum standard testing for numeracy, reading and writing.

ENGLISH is the **ONLY** compulsory Preliminary and HSC subject.

To be eligible for the award of an HSC you must SATISFACTORILY COMPLETE at least 12 units in your Preliminary pattern of study and at least 10 units in your HSC study pattern.

BOTH study patterns must include:

- **at least 6 UNITS of Board Developed Courses**
- **at least 2 UNITS of a Board Developed Course in English**
- **at least 3 COURSES of 2 unit value or greater**
- **at least 4 SUBJECTS**
- **No more than 1 "Industrial Technology" (IT) subject**

You may NOT count more than 6 units of Science courses towards the minimum units required in the Preliminary or 7 units in the HSC course.

SCHOOL-BASED ASSESSMENT and the HSC EXAMINATION

You are required to complete school-based assessment tasks for HSC and Preliminary courses. School-based assessment counts for 50% of your overall mark in each course and is reported on your HSC Record of Achievement. School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination.

Assessment tasks may include:

- ❒ TESTS
- ❒ WRITTEN ASSIGNMENTS
- ❒ ORAL ASSIGNMENTS
- ❒ PRACTICAL ACTIVITIES/ SUBMISISIONS
- ❒ FIELDWORK
- ❒ RESEARCH

In Vocational Education Training courses, you will be assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification but not towards a HSC mark.

Most examinations for the HSC are written examinations that are held in October and November each year. You may be required to also undertake performance-based examinations or submit a practical piece of work depending on your subject pattern. Examinations are marked by carefully chosen expert markers. Closely supervised procedures are maintained to ensure accuracy and security.

The result of each HSC course satisfactorily completed appears on the HSC Record of Achievement. Results of Board Developed Courses are recorded under the following headings on the Record of Achievement.

- The **Assessment Mark** is the moderated mark awarded for your assessment tasks at school.
- The **Examination Mark** is the mark awarded for the external examination.
- The **HSC Mark** is the average of the examination mark and the assessment mark.
- The **Performance Band** shows your level of achievement in the course.

All subjects will have three assessment tasks in the Preliminary course.

The Preliminary course concludes with formal examinations at the end of Term 3. These exams, together with: performance in assessment tasks, classroom performance and diligence in learning, will serve as information for a teacher's judgement as to whether the student has satisfactorily completed the Preliminary course. Students who do not satisfactorily complete a Preliminary course will be unable to commence the Higher School Certificate in that course.

The HSC course commences at the beginning of Term 4, 2022 for students.

HSC MINIMUM STANDARD

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still;

- sit the HSC exams.
- receive an ATAR for University applications
- receive a ROSA
- receive a HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have four opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser. At The Jannali High School the minimum standards testing commences in Term 2 of Year 10.

Disability provisions and exemptions

Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further information – NSW Education Standards Authority (NESA)
https://educationstandards.nsw.edu.au/wps/portal/%20nesa/11-12/hsc/hsc-minimum-standard

WHAT ARE CATEGORY B COURSES?

The universities categorise Board Developed Courses as either Category A or Category B. **No more than 2 units of Category B courses can be included in the calculation of your ATAR.**

The following courses are Board Developed Category B courses and all have optional examinations which make them qualify for use towards the ATAR:

- ❒ English Studies
- ❒ Mathematics Standard 1 – (Year 12 only)
- ❒ Automotive (VET)
- ❒ Business Services (VET)
- ❒ Construction (VET)
- ❒ Electrotechnology (VET)
- ❒ Entertainment Industry (VET)
- ❒ Financial Services (VET)
- ❒ Hospitality (VET)
- ❒ Human Services – Allied Health (VET)
- ❒ Human Services – Nursing (VET)
- ❒ Information and Digital Technology (VET)
- ❒ Metal and Engineering (VET)
- ❒ Primary Industries (VET)
- ❒ Retail Services (VET)
- ❒ Tourism, Travel and Events (VET)

Notes:

1 These courses are all Board Developed courses.

2 The Vocational Education and Training (VET) courses listed above are 240 hour courses. An optional written examination is offered for the HSC. If students want the results from these courses to be included in the calculation of their ATAR, they must undertake the optional written examination.

VOCATIONAL EDUCATION & TRAINING

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

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

Competency Based Assessment

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

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

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

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

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

Australian Qualifications Framework (AQF)

The Australian Qualification Framework (AQF) covers qualifications issued by secondary schools, vocational education and training (VET) providers and higher education institutions. All qualifications are nationally recognised. Within the framework, there are six vocational education and training qualifications available: Certificates I, II, III and IV; Diploma; Advanced Diploma; Vocational Graduate Certificate and Vocational Graduate Diploma.
Training Packages specify the combination of competency standards required to achieve a particular qualification. Learners who complete some, but not all, standards for a qualification are awarded a statement of attainment. When they are assessed as competent in the remaining standards, they get the qualification.

VET Delivery

VET courses are delivered by either school, a TAFENSW College or a private provider who is a Registered Training Organisation. These courses offer a broader range of subjects and should be closely related to future career or study plans.

VET Course Classification

VET Courses are classified as either Board Developed Industry Curriculum Framework Courses or Board Endorsed VET Courses.

Student Work Placement

Work placement (70 Hours) is a mandatory HSC requirement within the Board Developed Industry Curriculum Framework Courses and appropriate hours have been assigned to each course. Learning in the workplace enables students to:

- progress towards the achievement of industry competencies;
- develop appropriate attitudes towards work;
- learn a range of behaviours appropriate to the industry;
- practise skills acquired in the classroom or workshop;
- develop additional skills and knowledge, including the key competencies.

Students successfully completing a VET courses will be entitled to credit transfer in other courses in a similar industry after leaving school by provided their qualifications to the Tertiary Institution.

Board Developed Industry Curriculum Framework	Board Endorsed VET
Category B Usually count for 4 units of credit across the 2 years 70 hours of mandatory work placement Optional HSC Exam Any one course can contribute to an ATAR	**Non ATAR** Based on national industry training packages and endorsed by NESA Usually count for 4 units of credit across the 2 years May include mandatory or recommended industry specific work placement No HSC exam
Examples based on 2020 offerings: Automotive Business Services Construction – (VET In School) Electrotechnology * Entertainment Industry Financial Services Hospitality (VET In School) Human Services -Allied Health ** Human Services – Nursing ** Information and Digital Technology Metal & Engineering Primary Industries Retail Services Tourism, Travel & Events * This course may require an aptitude test and interview. ** Positions on these courses are highly competitive. Students must attend an information session, complete a separate application and attend an interview.	Examples based on 2021 offerings: Animal Studies Applied Fashion Design & Technology Automotive – Airbrushing/Motorcycles Aviation and Aeroskills Beauty Services Community Services – Children's Services/Youth Work Construction – Floor & Wall Tiling Dental Assisting Design Fundamentals – 3D Animation/Digital Design/ Fashion Design/Graphic Design/Interior Design Engineering Pathways Fitness Floristry Hair and Beauty Services Laboratory Skills Maritime Operations Music Industry Outdoor Recreation Plumbing * Property Services (Agency) Retail Retail Baking Salon Assistant Screen & Media Visual Art – Creative Arts/ Concept Art/ Photography * This course may require an aptitude test and interview.

VET In School

Two VET courses are delivered onsite at The Jannali High School. They are delivered by appropriately qualified and trained teachers and require students to have access to industry standard equipment and resources.

- SIT20416 Certificate II in Kitchen Operations
- CPC20211 Certificate II in Construction Pathways

Externally delivered Vocational Education and Training (EVET)

EVET courses are delivered face to face away from the school grounds by a Registered Training Organisation.

New in 2022. TAFE is offering the new "TAFENSW Schools Launchpad". 20 new TVET virtual courses have been developed to address skill shortage areas.

Delivery patterns of EVET courses

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

Specific Requirements of EVET COURSES

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

- **NESA requirements** for completion of course work. If a student does not satisfactorily complete course work, they may be given an "N" Determination for the course or, they may be withdrawn from the course. External RTOs will monitor attendance and send regular reports to the student's home school.
- **Student Commitment –** Once a student starts a course, they will be expected to commit to completing it as there is significant cost involved for the NSW Department of Education. Students will not be permitted to change to another EVET course. Students who miss class work at school because of EVET course enrolments (including work placement) are responsible for following up with their teachers and catching up on missed work.
- **Travel –** Students studying EVET courses are responsible for organising their own transport to the study venue and also for making their way home at the conclusion of the class. Students are responsible for paying travel costs. Students will need to complete and submit an early leave application available from their Careers Adviser. Students will be issued with an early leave pass that should be shown when required. Students doing EVET courses may be given compensatory study periods during the week.
- **Proposed timetabling –** students should carefully check details to see when the EVET course will be delivered. EVET courses are conducted on different days of the week with many classes commencing at 1.30pm and ending at 5.30pm. For some courses, "block" attendance during term and/or school holidays may be necessary.
- **Online courses** require students to be able to work independently, have access to digital technology and to manage their time effectively to ensure they keep up with all work requirements. TVET Launchpad courses will be scheduled from 12.00pm – 3.00pm on different days of the week.
- **Mandatory Work Placement applies to many EVET courses** and gives students the change to learn new skills and apply the skills they learn from doing the course. It also helps students to**:**
    - gain insights into the kind of career that they would like to have
    - make informed decisions about further training and study.
    - become more employable
    - be better equipped for business and employment opportunities.

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

EVET 2022 Application Process

1. **Research:** Students interested in applying for an EVET course should research the course which interests them to learn about course content and possible career paths. Detailed information sheets are available for all courses listed on the EVET portal from your Careers Adviser. Additionally, some providers also send EVET course information to schools so students should ask Careers Advisers about this.
2. **Submit:** Students complete a detailed **Expression of Interest (EOI)** form (available from the Careers Adviser). Parents or guardians are required to sign the EOI to indicate their awareness of course requirements, as well as the level of commitment required by students. All students will need their ERN and NESA number to complete this form. This can be provided by the Careers Adviser.
3. **Interview:** Students are required to participate in an interview to discuss the reasons for applying for the course. Students will be expected to explain why enrolling in the course is important to future career planning and demonstrate a commitment to successfully completing the course. Parents may be asked to participate in these interviews. Where applicable, students may also need to participate in mandatory interviews and application processes as required by an RTO. Failure to participate in these processes will mean that the application will not be considered.
4. **Apply:** The closing date for 2022 EVET applications will be Friday 27th August, 2021. Offers will be made from early November.

Expressing an interest in an EVET course does not guarantee that a student will be made an offer, nor that the course will be delivered in 2022. Some courses are very popular, and the number of applications exceeds available places. Occasionally, there may not be enough applications to form a class for some courses and the class will be cancelled.

EVET Providers

1. **NSW TAFE** is the largest provider of EVET course and term 'TVET' refers to EVET programs delivered by TAFE NSW.
   TAFE NSW delivers EVET courses at a number of locations which students in Sydney may be able to access including:
   * TAFE NSW Sydney Region – Enmore, Gymea, Loftus, Meadowbank, Petersham, Randwick, St George, St Leonards and Ultimo TAFE colleges
   * TAFE NSW Western Sydney Region – Bankstown, Campbelltown, Granville, Lidcombe, Ingleburn, (MBICS), Liverpool, Macquarie Fields, Miller, Padstow, Wetherill Park, Blacktown, Kingswood, Nepean and Nirimba TAFE colleges.
   * TAFE Illawarra Region – Moss Vale, Wollongong, and Goulburn TAFE colleges
   * TAFE Launchpad – online

Students must complete a separate EVET application form; please collect and return to the Careers Adviser, Mrs Kath Hayward, or Transition Adviser, Mrs. Natalie Woelms. Forms must be submitted by 27 August, 2021.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

A school-based traineeship or apprenticeship combines paid work, training and school. Students spend a minimum of one day a week on-the-job (can be a school day, a Saturday, evening shifts, etc) with an employer, with some block periods at work in the holidays as well. For the rest of the week, students complete their off-the-job vocational qualification (one day per week) and their other HSC subjects (three days per week).

What's the difference between a school-based traineeships and school-based apprenticeships?

Traineeships are completed at the end of Year 12; apprenticeships continue post school. Apprenticeships are usually in trade areas such as automotive, construction, electrotechnology, hospitality, metal and engineering. Traineeships are available in a range of industries including business administration (Business Services), retail, printing, nursing, transport and logistics, out of school hours care, to name a few of the 62 available.

What are the benefits?

- Combine your HSC with vocational training within a supportive school environment
- Gain valuable work skills and experience
- Earn while you learn
- Obtain nationally recognised skills to work in industry areas with strong career prospects
- Gain credit towards further study
- Get a head start in the career
- Potentially earn higher wages post school
- Access a pathway to further studies

This is a great opportunity to contribute to the workforce of the future. If you'd like to find out more contact the Careers Adviser.

Please note:
To become a school-based trainee or apprentice you need to have or find the appropriate job.

CAREER PLANNING

Are you a student who …	*Then you should …*
• wants to go to university • needs university training for your chosen career • wants to maximise your ATAR • knows you can do it if you work hard • wants mainly academic subjects	• select a program of study which makes you eligible for ATAR • select subjects recommended for your university course • select subjects and levels which will maximise your ATAR • do extracurricular activities to support scholarship applications • apply for university in Term 3 of Year 12
Are you a student who …	***Then you should …***
• wants to gain post HSC qualifications • wants to go onto further education or training • knows you may have the ability to go to university but is not sure you want to • wants to keep all your options open • wants to also consider TAFE or private providers	• select a program of study which makes you eligible for a ATAR • select subjects which are recommended for your tertiary training • apply for university, TAFE and private training providers in Term 3 of Year 12
Are you a student who …	***Then you should …***
• wants to get a good HSC • wants to get a job with a career path and good money • wants TAFE or work-based training • wants a head start on vocational training with a national credential • wants a mix of interest and vocational subjects • knows you don't want to go to uni	• select subjects which are recommended in your career path • include some Maths, vocational subjects attracting dual credentialing (VET and/or TAFE / RTO), some interest subjects • apply for TAFE and private training providers in Term 3 Year 12 • apply for traineeships and apprenticeships
Are you a student who …	***Then you should …***
• doesn't know what type of career you want • doesn't know what you want to do after the HSC • knows a good HSC is the key to a better future • wants a mix of subjects you like and are good at • knows you don't want to go to uni	• select subjects you like, have an interest in and are good at • include vocational subjects attracting dual credentialing, some TAFE courses, interest subjects • keep your options open • actively participate in transition, career and exit planning

CAREER AND SUBJECT CHOICE

How can I choose subjects if I don't know what I want to do after I leave school?

You must be prepared to do some research and to think about what broad areas of interest you already have. For instance, you may like to read scientific magazines or solve mathematical problems. Perhaps you have a passion for writing stories or designing things. You may be interested in the environment or assisting people with their problems by being a good listener. Don't be worried if you don't know exactly what career you want to do. There is plenty of time to choose and you will probably change your mind many times before you find the right career for you.

Useful Websites:

- ✓ The School's career website at www.thejannalicareers.com
- ✓ www.joboutlook.gov.au
- ✓ www.myfuture.edu.au

These are all useful career tools to help you investigate possible future careers. See the Careers Adviser for further guidance and advice.

What should I do if I am not going to do further study after the HSC?

Whether you choose full-time employment, a traineeship or an apprenticeship, you still need to achieve good results, positive comments on your report and a good attendance record to be competitive. Interest, ability and past performance provide a sound basis for selection.

What levels should I do?

You should do the highest level that you are capable of doing. You must be guided by your teachers as to the level of difficulty that is appropriate for you. **Don't just take the easy way out; you have decided to do the HSC, so make the most of it.**

MATHEMATICS COURSE PREREQUISITE beginning in 2020 @ University of Sydney

The University of Sydney has become the first university in NSW to require Year 12 students to have completed HSC Mathematics Advanced to meet the requirements for admission to a number of its courses.

The university has introduced a Mathematics course prerequisite for some of its courses to help students thrive in their science, technology, engineering and mathematics (STEM) related degrees and to prepare them to tackle future career challenges.

Some undergraduate degrees in the faculties of Arts and Social Sciences, Business, Education and Social Work, Engineering and Information Technologies, Law, Music, Pharmacy, Science and Veterinary Science require a Mathematics course prerequisite.

In total there are 69 courses that will require a Mathematics prerequisite.

For a full list of degrees, visit: sydney.edu.au/study/maths.html

It is also important to note that studying a higher level of Mathematics can enhance mastery of a lower level. If students are unsure whether or not they will succeed with a particular level of Mathematics, **they are advised to start in the higher level course**, even if they do not complete this, they may well benefit from the experience and achieve a better result in the lower level course.
To meet the requirements for admission to a course, students will need to have the relevant Australian Tertiary Admission Rank (ATAR) and achieve a minimum Band 4 in the NSW Higher School Certificate (HSC) in Mathematics (Advanced).

Requirements for Teaching in NSW schools

For registration as a teacher in NSW schools, graduates will need to meet requirements set out by the NSW Education Standards Authority (NESA). There is an expectation that students entering teaching programs will have achieved a minimum of three Band 5's, one of which must be English, in their HSC. Other approved pathways for students who do not meet this requirement are available. In addition, teaching students will need to pass national literacy and numeracy tests before their final professional experience placement and graduation.

WHAT ARE MY OPTIONS?

The following information is provided to assist Year 10 students to choose HSC subjects. A link has been issued to all Year 10 students titled *Steps to Uni for Year 10 Students*.
* Category B = (B) NB: Only one (B) course can be used in the calculation of an ATAR.

Architecture / Building / Design & Planning
Students intending to undertake courses in these areas are advised to study two or more units of Mathematics Advanced. A general background in science, particularly physics, may be helpful but is not essential. Visual Arts, Design & Technology or Industrial Technology may also be useful as well as Construction (B).

Arts / Humanities
Degree programs in Arts and Liberal Studies do not usually require a particular program of study at secondary school. The study of English is required by some institutions and recommended for all students in this field – check the institution entries for details. If you wish to study a language other than English as your major subject, however, you are advised to include the language of your choice in your HSC program although in many cases you will be able to take introductory language courses that do not require prior study.

Business/Commerce/Economics/Marketing/ Management
Courses in Accounting, Banking, Econometrics, Economics, Finance, Management and Marketing may require at least two units of Mathematics Advanced as either a pre-requisite or assumed knowledge.

HSC Economics or Business Studies are considered a useful, but not essential, preparation for courses in these areas. Business Services (B), Financial Services (B), Human Services (B), Retail Services (B) may also be useful.
Students wishing to undertake actuarial studies at tertiary level generally require HSC Mathematics Extension 1 or HSC Mathematics Extension 2 as a pre-requisite.

Communications / Media Studies
Most of these courses do not require a particular course of study at secondary school. Some institutions recommend the study of Advanced English in preparation for communication and media courses – check the institution entries for details. In addition to the ATAR, some institutions may require you to complete a questionnaire and/or attend an interview.

Creative and Performing Arts
Students intending to undertake studies in these areas are advised to gain experience outside the school environment. Entry to most of these courses requires an audition, interview or portfolio (or a combination of these) as well as a suitable ATAR. The study of Visual Arts, Dance, Drama, Music 1, may be helpful for courses in creative and performing arts. Some institutions will base selection to a creative arts course on the marks obtained in the HSC. Special admission procedures may be available if you are unable to include suitable subjects in your HSC program. Software Design & Development (B), Textiles & Design, Entertainment Industry (B), Design & Technology may also be useful.

Earth and Environmental Sciences
Most courses do not require a particular program of study. Most institutions, however, recommend a background in science subjects such as Chemistry, Mathematics Advanced and Physics or Biology. Society & Culture and Design & Technology may also be useful.

Education / Teaching
In some institutions, courses in education may be taken in Arts, Science or other program. Some institutions also offer separate teacher education programs in early childhood, primary and secondary education. Students who wish to qualify as a secondary teacher must also fulfil the entry requirements for study in their proposed area of teaching specialisation.
See requirements for teaching in NSW Schools on page 10.

Engineering
Most institutions recommend at least HSC Mathematics Advanced or Mathematics Extension 1 for the study of all branches of engineering. Physics and Chemistry are also recommended. Automotive (B), Construction (B), Electrotechnology (B), Information & Digital Technology (B) and Metal & Engineering (B) may also be useful.

Health Sciences (includes studies not listed under Medical Sciences)

If you intend to study Health Science you are generally advised to include in your HSC study program at least two units of Mathematics Advanced and two units of science – preferably Chemistry, or, for Medical Imaging and Medical Radiation Technology, Physics, Biology, Community & Family Studies, Food Technology and PD/Health/PE.

Human Movement / Sport Sciences / Physical Education

Most courses in these areas do not require a particular program of study at secondary school. A background in science subjects (Physics, Chemistry and Biology) and Mathematics Advanced is recommended by some institutions. Personal Development, Health and Physical Education is also considered useful.

Some institutions require you to provide additional information relating to your sporting achievements.

Information Technology and Information Systems

Studies in this area usually require either Mathematics Advanced or HSC Mathematics Extension 1 as a pre-requisite or assumed knowledge. Computer Science is generally taught on the assumption that students have studied HSC Mathematics Extension 1. Additional relevant subjects may include Business Studies, Design & Technology, Information & Digital Technology (B), Information Processes and Technology, Software Design and Development.

Law

Generally, legal courses do not specify pre-requisites or levels of assumed knowledge. If you are contemplating a law program combined with Arts, Business, Commerce, Economics, Engineering, Science, Social Sciences or Social Welfare, check that the subjects you choose comply with the requirements for those courses. Subjects you could choose include Business Studies, Legal Studies, Society & Culture.

Medical Sciences (including medicine, optometry, pharmacy and veterinary science)

Students intending to take up studies in these areas are advised to include at least two units of Mathematics Advanced, Chemistry and either Physics or Biology in their HSC program.

Some institutions prefer the combination of Chemistry and Physics while others may have no preference provided Mathematics Advanced and Chemistry are included.

Nursing

Students intending to undertake Nursing Studies are generally advised to include at least two units of studies in science, preferably Chemistry and/or Biology and/or Physics. Most institutions also recommend Mathematics.

Science / Applied Science / Technology

Most courses in Applied Science are three-year or four-year professional courses which involve the study of Mathematics, Chemistry, Physics and either Biology or Geology in first year. HSC Mathematics Extension 1 is assumed knowledge for courses in technologies such as textiles and metallurgy. Mathematics is acceptable in areas such as Food Technology, and Agricultural and Rural Sciences. Most science courses require students to have studied as much science and Mathematics as they can effectively handle. If possible, include both Chemistry and Physics in your HSC program.

Social Sciences

Social Sciences may include the study of Economics, Education, Geography, Law, Psychology and Sociology. Mathematics Advanced may be required for some subjects. Other HSC subjects you may choose include Community & Family Studies, Geography, Legal Studies, Modern History, Society & Culture.

Social Work / Welfare Work

Most courses in these areas do not require a particular program of study at secondary school although a minimum score in English may be required by some institutions. If psychology is included as part of the course, then Mathematics Advanced is strongly recommended. Modern History and Society & Culture are also subjects related to this field.

Tourism / Hospitality Management

Most courses in these areas do not require a particular program of study at secondary school although some economics may be useful. Some courses also require a minimum level of English. Some institutions require work experience in customer services as a pre-requisite. Subjects you could choose include Mathematics Advanced, Society & Culture, Hospitality (B), Tourism, Travel & Events (B).

SUBJECT CHOICES & INFORMATION

Course	Faculty	Head Teacher	Notes	Units	Fees
Ancient History	HSIE	Mr Cavallaro	**BDC**	2	
Biology	Science	Ms MacPherson	**BDC**	2	$50
Business Studies	HSIE	Mr Cavallaro	**BDC**	2	
Chemistry	Science	Ms MacPherson	**BDC**	2	$50
Community & Family Studies	HEc	Ms Smith	**BDC**	2	
Construction VET	IA	Mr Edgar	**BDC** **Cat. B**	2	Yr11 $75 Yr12 $75
Dance	PDHPE	Ms Peard	**BDC**	2	$50
Design & Technology	IA	Mr Edgar	**BDC**	2	$60
Drama	CAPA	Ms Mulheron	**BDC**	2	$40
Earth and Environmental Science	Science	Ms MacPherson	**BDC**	2	$50
Economics	HSIE	Mr Cavallaro	**BDC**	2	
English Advanced	English	Mrs Flower	**BDC**	2	$35
English Extension 1	English	Mrs Flower	**BDC**	1	
English Standard	English	Mrs Flower	**BDC**	2	$35
English Studies	English	Mrs Flower	**BDC** **Cat B**	2	$35
Exploring Early Childhood	PDHPE	Ms Peard	**CEC/** **NATAR**	2	$30
Food Technology	HEc	Ms Smith	**BDC**	2	$80
Geography	HSIE	Mr Cavallaro	**BDC**	2	
Hospitality VET	HEc	Ms Smith	**BDC** **Cat B**	2	Yr11 $160 Yr12 $160
Industrial Technology – Multimedia	IA	Mr Edgar	**BDC**	2	Yr11 $70 Yr12 $60
Industrial Technology – Timber Products & Furniture Ind.	IA	Mr Edgar	**BDC**	2	Yr11 $70 Yr12 $60
Investigating Science	Science	Ms MacPherson	**BDC**	2	$50
Japanese Beginners	Languages	Mr Cavallaro	**BDC**	2	$40
Japanese Continuers	Languages	Mr Cavallaro	**BDC**	2	$40
Legal Studies	HSIE	Mr Cavallaro	**BDC**	2	
Mathematics Advanced	Maths	Ms McKay	**BDC**	2	$30
Mathematics Standard 2 / Standard 1 (Yr12 only)	Maths	Ms McKay	**BDC** **Cat B**	2	$11
Mathematics Standard 2 / Standard 2	Maths	Ms McKay	**BDC**	2	$11
Mathematics Extension 1	Maths	Ms McKay	**BDC**	1	$30
Mathematics Numeracy Course	Maths	Ms McKay	**CEC**	2	$11
Modern History	HSIE	Mr Cavallaro	**BDC**	2	
Music 1	CAPA	Ms Mulheron	**BDC**	2	$50

Course	Faculty	Head Teacher	Notes	Units	Fees
Personal Development/Health/Physical Education *includes $120 first aid course in Yr11 (mandatory)	PDHPE	Ms Peard	**BDC**	2	Yr11 $120
Photography, Video & Digital Imaging	CAPA	Ms Mulheron	**BEC / NATAR**	2	$70
Physics	Science	Ms MacPherson	**BDC**	2	$50
Society & Culture	HSIE	Mr Cavallaro	**BDC**	2	
Sport, Lifestyle & Recreation * incl. $120 first aid course (optional)	PDHPE	Ms Peard	**BEC/NATAR**	2	Yr11 $120
Textiles & Design	HEc	Mrs Smith	**ATAR**	2	$30
Visual Arts	CAPA	Ms Mulheron	**BDC**	2	$80

Notes Key: **BEC** Board Endorsed Course **NATAR** Non ATAR

BDC Board Developed Course

Cat. B Category B Course

CEC Content Endorsed Course

English Advanced ATAR

What will I do in this course?

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.

In the **Preliminary course** you will study:

- Common Module: Reading to Write (40 hours)
- Module A: Narratives that Shape our World (40 hours)
- Module B: Critical Study of Literature (40 hours)

In the **HSC Course** you will study:

- Common Module: Texts and Human Experiences (30 hours)
- Module A: Textual Conversations (30 hours)
- Module B: Critical Study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours)

Particular Course Requirements

Across Stage 6 the selection of texts will give students experience of:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. The study of a Shakespearean play is a mandatory component of the Advanced English HSC course.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

The Year 12 formal school-based assessment program for English Advanced reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material

What skills will I gain from this subject?

You will gain numerous valuable and highly transferable skills, including:

- Effective communication skills, both oral and written
- Ability to communicate for a variety of purposes and audiences
- Ability to analyse how meaning is created in texts
- Independent and group learning techniques
- Critical thinking skills
- Ability to think creatively and reflectively
- Understanding ideas/texts from a range of perspectives
- Researching skills
- Ability to evaluate and use different technologies
- An appreciation of literature and our cultural heritage

How much practical/theory work is in this subject?

The majority of the work undertaken in English is theoretical and involves the close study of ideas and texts in various contexts. Students will apply these ideas to creative and analytical written and oral tasks.

What background and skills are recommended for this course?

Students attempting Advanced English must have achieved to a high level throughout their Year 10 course. In addition, they must have an interest in reading and in the close study of literature and high level expression skills.

Are there additional requirements for this course?

No

How will this course help me in the future?

Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at tertiary level, particularly university. Students who study the Advanced English course will be well prepared for further study of English and related disciplines at university, in particular the study of law, journalism, teaching and communication courses. Some universities recommend Advanced English for a number of their degrees. It can also be advantageous when seeking early university entry.

English Standard ATAR

What will I do in this course?

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.

In the **Preliminary course** you will study:

- Common Module: Reading to Write (40 hours)
- Module A: Contemporary Possibilities (40 hours)
- Module B: Close Study of Literature (40 hours)

In the **HSC course** you will study:

- Common Module: Texts and Human Experiences (30 hours)
- Module A: Language, Identity and Culture (30 hours)
- Module B: Close Study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours)

Particular Course Requirements

Across Stage 6 the selection of texts will give students experience of the following:

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

The Year 12 formal school-based assessment program for English Standard reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material

What skills will I gain from this course?

You will gain numerous valuable and highly transferable skills, including:

- Effective communication skills, both oral and written
- Ability to communicate for a variety of purposes and audiences
- Ability to analyse how meaning is created in texts
- Independent and group learning techniques
- Critical thinking skills
- Ability to think creatively and reflectively
- Understanding ideas/texts from a range of perspectives
- Researching skills
- Ability to evaluate and use different technologies

How much practical/theory work is in this course?

The majority of the work undertaken in English is theoretical and involves the close study of ideas and texts in various contexts. Students will apply these ideas to a range of creative and analytical oral and written tasks.

What background and skills are recommended for this course?

English is the only compulsory subject. Achieving solid results in the Year 10 course provides the background required for the study of English at the Higher School Certificate level.

Are there additional requirements for this course?

No

Are there any exclusions for this course?

No

How will this course help me in the future?

Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at TAFE or University. Standard English is sufficient for most university degrees at most universities.

English Studies

ATAR
Cat. B

What will I do in this course?

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.

Please note – English Studies external examination is **OPTIONAL**, and if completed, **will** contribute to the awarding of an ATAR

In the **Preliminary course** you will study:

- Mandatory module – Achieving through English: English in education, work and community (30-40 hours)
- An additional 2–4 modules (20-30 hours each)

In the **HSC course** you will study:

- Mandatory Common Module: Texts and Human Experiences (30 hours)
- An additional 2–4 modules (20-45 hours each)

Particular Course Requirements

Across Stage 6 the selection of texts will give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts

The Year 12 formal school-based assessment program for English Studies reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 20%
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- assessment of the Common Module must integrate teacher or student selected related material

How much practical or theory work is in this subject?

Of all the English courses this is by far the most practical. The emphasis is on creating a portfolio of the student's work which showcases their skills in communicating in a variety of situations and mediums.

What background and skills are recommended for this course?

Completion of Year 10.

Are there any other requirements?

No, except parental permission which acknowledges their appreciation of the fact that this course will not directly lead to an ATAR or university entry, unless the HSC exam is completed.

How will this course help me in the future?

This course will be excellent preparation for any TAFE course or for entry directly into the workforce. Its practical focus is designed to prepare students for the world of work and to give them the skills to lead a full personal, social and vocational life.

English Extension 1 ATAR

1 unit for each of Preliminary and HSC **Board Developed Course**

What will I do in this course?

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.

In the **Preliminary course** you will study:

- Module: Texts, Culture and Value (40 hours)
- Related research project (20 hours)

In the **HSC course** you will study:

- Common module: Literary Worlds with ONE elective option (60 hours)

Particular Course Requirements

Across Stage 6 the selection of texts will give students experience of the following:

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

The Year 12 formal school-based assessment program for English Extension 1 reflects the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be a creative response with a maximum weighting of 40%
- at least one task must integrate student selected related material

What skills will I gain from this course?

You will gain skills in:

- Independent investigation
- Analytical thinking and understanding of complex ideas
- Sustained composition

How much practical/theory work is in this course?

Most of the work is of a theoretical nature. Students will apply concepts and skills in a practical way through their own reading, independent investigation and oral/written presentations.

What background and skills are recommended for this course?

A Grade A or B at the Year 10 RoSA and a strong interest in reading, excellent expression skills and the academic study of literature are essential background for this course.
Extension 2 - great self-discipline, motivation and determination skills, and independent research skills coupled with creative skills and excellent expression skills.

Are there additional requirements for this course?

Must be studying Advanced English.
Preliminary Extension 1 is a prerequisite for HSC Extension 1.
HSC Extension 1 is a co-requisite for HSC Extension 2.

Are there any exclusions for this course?

English Standard
English ESL
Fundamentals of English
English Studies

How will this course help me in the future?

The analytical nature of the course prepares students well for tertiary study, especially for courses in communication, law journalism, media and teaching.

Extension 2 can lead to many creative fields such as writing, scriptwriting film and video production.

Ancient History ATAR

What will I do in this course?
Ancient History offers 2U Preliminary and HSC courses with the option of 1U Extension in the HSC course.

The **Preliminary course** is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists. It covers:

- Part I: Investigating Ancient History (60 indicative hours)
  - The Nature of Ancient History
  - Case Studies – Ancient Human Remains, the Celts and Masada
- Part II: Features of Ancient Societies (40 indicative hours)
  - Ancient societies will be chosen from different civilisations which include Greece and Rome
- Part III: Historical Investigation (20 indicative hours)
  - Students will investigate an aspect of a case study as an ancient society different from that undertaken in Part 1 and 11.

In the **HSC course**, students use archaeological and written evidence to investigate a core study, a personality from the ancient world, one ancient society and one historical period. The HSC course requires study from at least two of the following areas: Egypt, Near East, Greece and Rome. It covers:

- Part I: Core: Cities of Vesuvius- Pompeii and Herculaneum (30 indicative hours)
- Part II: One Ancient Society (30 indicative hours)
- Part III: One Personality in Their Time (30 indicative hours)
- Part IV: One Historical Period (30 indicative hours)

The **HSC History Extension Course** involves the study and evaluation of the ideas and processes used by historians to produce history. Part1 (40 indicative hours) – students study Constructing History, which focuses on addressing essential questions on what is history and investigating case studies. Part 11 (20 indicative hours) is comprised on the History Project, where students design, undertake and communicate a personal historical inquiry.

What skills will I gain from this course?
Students will gain the following skills: collect, analyse and organise information, communicate ideas and information in written and oral form, plan and organise activities, teamwork, use appropriate information technologies, understand the influence of the ancient past on the present and future, understand, value and respect different viewpoints, ways of living, beliefs and languages.

How much practical/theory work is in this course?
Students will spend time collecting, research, particularly in the Preliminary Historical Investigation, using technology.

What background skills are recommended for this course?
Analytical skills, essay writing skills, researching, wide reading.

Are there additional requirements for this course? There are none for this course.

Are there any exclusions for this course? There are no exclusions for this subject

How will this course help me in the future?
Skills developed in the study of Ancient History are useful in a range of courses studied at university and TAFE NSW as well as in the workforce and everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism.
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. Higher order skills and methodologies will be of great value for those undertaking tertiary studies and are transferable between disciplines.

Biology ATAR

What will I do in this course?

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills, processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

Year 11 students:

- develop knowledge and understanding of the structure and function of organisms
- develop knowledge and understanding of the Earth's biodiversity and the effect of evolution.

<table>
<tr><td rowspan="5">Year 11 course

(120 hours)</td><td rowspan="5">Working Scientifically Skills</td><td>Modules</td><td>Indicative hours</td><td>Depth studies</td></tr>
<tr><td>Module 1
Cells as the Basis of Life</td><td rowspan="2">60</td><td rowspan="4">*15 hours in Modules 1–4</td></tr>
<tr><td>Module 2
Organisation of Living Things</td></tr>
<tr><td>Module 3
Biological Diversity</td><td rowspan="2">60</td></tr>
<tr><td>Module 4
Ecosystem Dynamics</td></tr>
</table>

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Year 12 students:

- develop knowledge and understanding of heredity and genetic technologies
- develop knowledge and understanding of the effects of disease and disorders.

<table>
<tr><td rowspan="5">Year 12 course

(120 hours)</td><td rowspan="5">Working Scientifically Skills</td><td>Module</td><td>Indicative hours</td><td>Depth studies</td></tr>
<tr><td>Module 5
Heredity</td><td rowspan="2">60</td><td rowspan="4">*15 hours in Modules 5–8</td></tr>
<tr><td>Module 6
Genetic Change</td></tr>
<tr><td>Module 7
Infectious Disease</td><td rowspan="2">60</td></tr>
<tr><td>Module 8
Non-infectious Disease and Disorders</td></tr>
</table>

*15 hours must be allocated to depth studies within the 120 indicative course hours.

What skills will I gain from this course?

Learning experiences have been designed to develop students' expertise in the following skill areas:

- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing data and information
- Analysing data and information
- Problem solving
- Communicating

How much practical/theory work is in this course?

Practical work incorporates a wide range of experiences in addition to experimental work including observation exercises, fieldwork, modelling, processing information from secondary sources, using ICT and data loggers. Students must complete approximately 70 hours across the preliminary and HSC courses.

What background skills are recommended for this course?

Students should have good organisational skills, and like attention to detail. They should be familiar with the use of technology and be able to work to a deadline. It is expected that students have a strong background in Science.

Biology is a knowledge based Science course.

Students must be confident in explaining how and why scientific phenomena occur. Students need to be able to communicate scientific understanding and **must have strong literacy skills** to be successful in this course. **Advanced English is recommended**.

Are there additional requirements for this course?

Students must demonstrate skills in safe work practice in the laboratory to meet legislative requirements, complete a first-hand investigation and research project which involve working independently, and written and oral presentation components.

Are there any exclusions for this course?
No

How will this course help me in the future?

Skills in Biology are useful in a range of courses studied at university and TAFE, in the workforce and in everyday life and for a range of careers in Biological, Medical, Health, Environmental, Forensic and Food Science; Biotechnology and Pharmacy.

This course, when combined with Physics, Chemistry, or Investigating Science provides preparation for many science based tertiary courses.

Business Studies ATAR

What will I do in this course?

Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business that students encounter throughout their lives. Students learn to plan and run a small business, as well as the management of operations, marketing, finance and human resources in large business.

The **Preliminary course** covers:
- **Nature of Business** (20% course time)
- **Business Management** (40% course time)
- **Business Planning•** (40% course time)

The **HSC course** covers:
- **Operations** (25% course time)
- **Marketing** (25% course time)
- **Finance** (25% course time)
- **Human Resources•** (25% course time)

What skills will I gain from this course?

Students will develop general and specific skills, including research analysis, problem solving, decision-making, critical thinking and communicating. Contemporary business issues and case studies are examined so that students develop the skill to assess and evaluate business performance.

These skills will improve the students' ability to participate effectively in the business world as well as dealing with issues that arise from business activity.

How much practical/theory work is in this course?

This subject is primarily theoretical; however students are required to conduct a business investigation and prepare a small business plan. Excursions occur where appropriate and students are also encouraged to participate in the Australian Stock Exchange Game and the Business Studies competition.

The Research Business Project is a mandatory part of the Preliminary course.

What background skills are recommended for this course?

Analytical skills, essay writing skills, critical thinking.

There are no exclusions for this subject

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 such as Commerce, Business and Law, as well as in the workforce and everyday life. There are opportunities for students to gain credit transfers in certificate and diploma courses at TAFE NSW. Business Studies helps to prepare students for employment and full and active participation as citizens. Career opportunities may include accountancy, business management, marketing, financial administration, teaching, employment relations and communications.

Chemistry ATAR

What will I do in this course?

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

Year 11 students:

- develop knowledge and understanding of the fundamentals of chemistry
- develop knowledge and understanding of the trends and driving forces in chemical interactions.

<table>
<tr><td rowspan="5">Year 11 course

(120 hours)</td><td rowspan="5">Working Scientifically Skills</td><td>Modules</td><td>Indicative hours</td><td>Depth studies</td></tr>
<tr><td>Module 1
Properties and Structure of Matter</td><td rowspan="2">60</td><td rowspan="4">*15 hours
in Modules 1–4</td></tr>
<tr><td>Module 2
Introduction to Quantitative Chemistry</td></tr>
<tr><td>Module 3
Reactive Chemistry</td><td rowspan="2">60</td></tr>
<tr><td>Module 4
Drivers of Reactions</td></tr>
</table>

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Year 12 students:

- develop knowledge and understanding of equilibrium and acid reactions
- develop knowledge and understanding of the applications of chemistry.

<table>
<tr><td rowspan="5">Year 12 course

(120 hours)</td><td rowspan="5">Working Scientifically Skills</td><td>Modules</td><td>Indicative hours</td><td>Depth studies</td></tr>
<tr><td>Module 5
Equilibrium and Acid Reactions</td><td rowspan="2">60</td><td rowspan="4">*15 hours
in Modules 5–8</td></tr>
<tr><td>Module 6
Acid/base Reactions</td></tr>
<tr><td>Module 7
Organic Chemistry</td><td rowspan="2">60</td></tr>
<tr><td>Module 8
Applying Chemical Ideas</td></tr>
</table>

*15 hours must be allocated to depth studies within the 120 indicative course hours.

What skills will I gain from this course?

Learning experiences have been designed to develop students' expertise in the following skill areas:

- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing data and information
- Analysing data and information
- Problem solving
- Communicating

How much practical/theory work is in this course?

Practical work incorporates a wide range of experiences in addition to experimental work including observation exercises, fieldwork, modelling, processing information from secondary sources, using ICT and data loggers.

Students must complete approximately 80 hours across the Preliminary and HSC courses.

What background skills are recommended for this course?

Following laboratory procedures, using laboratory apparatus, research skills, interest in detailed investigation, graph work, problem solving. It is expected that students have a strong background in Science and is achieving at a high level in Mathematics in Year 10.

Chemistry is a Maths-based Sciences course.

Students need to be confident in applying mathematical thinking to solve science related problems. Students would be closing **at least Advanced Maths or Extension 1 Maths**.

Students need to be able to communicate scientific understanding and strong literacy skills will enable success in this course. **Advanced English is recommended**.

Are there additional requirements for this course?

Students must demonstrate skills in safe work practice in the laboratory to meet legislative requirements, complete a first-hand investigation and research project which involve working independently.

Are there any exclusions for this course?
No.

How will this course help me in the future?

Skills in Chemistry are useful in a range of courses studied at university and TAFE, in the workforce and in everyday life and for a range of careers including: Chemistry, Biochemistry, Environmental Sciences, Medical, Health, Forensic and Food Science, Metallurgy and Chemical, Mechanical, Environmental and Petroleum Engineering.

This course, when combined with Physics, Biology, or Investigating Science, provides preparation for many science-based tertiary courses.

Community and Family Studies ATAR

What will I do in this course?

This is an excellent course for students wishing to combine a range of areas including family studies, sociology, developmental psychology and students' general life experiences. The course focuses on skills in resource management that enables people to function effectively in their everyday lives, in families and communities. Modules covered include resource management, individuals and groups, families and communities, research methodology, parenting and caring, individuals and work.

In the **HSC course** students are required to complete an Independent Research Project (IRP). This will involve students in an in-depth investigation of an area of their choice.

In the **Preliminary course** students will undertake three core topics (100%); Resource Management, Individual and Groups, Family and Communities.

In the **HSC course** students will undertake three core topics (75%); Research Methodology, Groups in Context, Parenting and Caring and an optional component (25%) selected from: Family and Societal Interactions, Social Impact of Technology, Individuals and Work.

What skills will I gain from this course?

Develop problem solving, researching skills, self-confidence, self-esteem, social, communication and leadership, decision making skills and developing positive attitudes and beliefs

How much practical/theory work is in this course?

There is a substantial theory component and very little practical work.

What background skills are recommended for this course?

A very keen interest in issues surrounding the broad themes of community and family, research and writing.

Are there additional requirements for this course?

No

Are there any exclusions for this course?

No

How will this course help me in the future?

This course will provide foundation studies for community and family studies and issues. The course would be of great benefit to anyone wishing to take up a career in any of the psychology, sociology, teaching in primary or secondary, sport sciences, nursing or coaching.

Public Schools NSW, Ultimo Registered Training Organisation 90072
VOCATIONAL EDUCATION and TRAINING

2022 CONSTRUCTION COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: **Construction** 2 or 4 Preliminary and/or HSC units in total
Board Developed Course Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

CPC20211 Certificate II in Construction Pathways
Based on Construction, Plumbing and Services Training Package Version Release 5 (CPC08 v9.5)

Units of Competency

Core

CPCCCM1012A	Work effectively and sustainably in the Construction Industry
CPCCWHS2001	Apply WHS requirement, policies and procedures in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications

Electives **6 out of the following**

CPCCCA2011A	Handle carpentry materials
CPCCCA2003A and	Erect and dismantle formwork for footings slabs on the ground
CPCCCO2013A	Carry out concreting to simple form
CPCCCA2002B	Use carpentry tools and equipment
CPCCJN2001A	Assemble components
CPCCJN2002B	Prepare for off-site manufacturing process

OR

CPCCWF2001A	Handle wall and floor tiling materials CPCCWF2002A Use wall and floor tiling tools and equipment

OR

CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment

Additional units required to attain a HSC credential in this course

CPCCCM2006B Apply basic levelling procedures
CPCCWHS1001 - Prepare to work safely in the construction industry. Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements
Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

Examples of occupations in the construction industry:

- building
- concreting
- shop fitting
- bricklaying
- carpentry
- joinery

Mandatory HSC Course Requirements
Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by the NESA. The SafeWork NSW General Construction Induction Card (White Card) is a mandatory requirement before commencing work placement.

External Assessment (optional HSC examination for ATAR purposes)
The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints
Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a compliant about an assessment decision or other decisions through the VET teacher.

Course Costs: $ 75
Refund Arrangements on a pro-rata basis

Other White Card $ 120 Approx by external provider
Please see your VET teacher to enquire about financial assistance.

A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnsw.info/

Exclusions - VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions

Dance 2 Unit ATAR

What will I do in this course?

Preliminary Course
Students undertake a study of dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of previous dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course, and informs all three components of the course.

Components to be completed are:

- Performance 40%
- Composition 20%
- Appreciation 20%
- An additional 20% to be allocated by the teacher to suit the specific circumstances / context of the class

HSC Course
Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components: either: Performance, Composition, Appreciation or Dance and Technology.

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

How much practical/theory work is in this course?

The course has an equal weighting of both theory and practical components

What background skills are recommended for this course?

Students studying Dance bring with them a wide range of prior dance experiences and are prepared for physical training and preparation of the body. The study of Dance in Years 9 and 10 is not a prerequisite.

Are there additional requirements for this course?

No

Are there any exclusions for this course?

No

How will this course help me in the future?

Undertaking this course will allow all students to continue to develop a strong foundation of Dance and Dance Appreciation and lead to opportunities in the wide range of performing art vocations.

Design & Technology ATAR

What will I do in this course?
The study of Design & Technology is a 21st century subject that develops an understanding of the design process and how it can be used to generate creative solutions to design problems. **This is a course for people who may be interested in areas such as, architecture, furniture design, fashion design, food and restaurant design, graphics and magazine design, game designing, video or interior designing.**

Students design products of their choice, and then make them. The whole process is marked, not just the practical. It is the drawing and folio work, combined with the practical solutions.

Students can work in any medium such as;	**Some examples of HSC projects in the past have been;**	**Possible careers involving design and production include;**
architecture and interior design, graphics, management, plastics, food, electronics, wood, gaming, multimedia, sound and video or paper and metal.	Restaurant design, TV cabinet, a takeaway menu, anima animation, wedding dress, a boat ramp, jewellery, a fitness regime, eco-friendly house, skate ramp, sea wall and a coffin, app design, new sustainable sunglasses range.	architect, industrial design, engineering, interior design, furniture manufacturing, magazine, computer game and gardening & land scaping, fashion designer, tailor, product designer, architect, software engineer, civil engineer, carpenter and chef

Preliminary course
Students get experience in different aspects, skills or designing and of using the whole design process. Practical skills are learnt in one or more areas as well as skills in sketching, management, computer graphics, etc. The first design project in Term 1 will be restricted to one medium, but then it is freed up to any medium you and your teacher are comfortable with using.

HSC course
Students are given the opportunity to develop a major design project based on their individual interests or needs, selecting from a range of design fields including furniture, graphics, electronics, textiles and fashion, interior design, landscaping, plastics, engineering, and sport and leisure.

The HSC theory course also looks at successful innovation and at trends influencing design choices.

What skills will I gain from this course?

Design, produce and evaluate quality design projects. Manage time and resources, learn to work independently and market and evaluate one's own work. The biggest skill you will learn and develop is organisation. 10 months is a long time to spend on one project.

How much practical/theory work is in this course?

Students participate in both theory and practical work. There are 2 design projects in Year 11 and the Major Design Project (MDP) in Year 12. This MDP is worth 60% of the HSC and much of it completed in class.

What background skills are recommended for this course?

A student selecting Design & Technology will:

- have an interest in creative problem-solving, practical subjects, research and ideas generation and be interested in why the man-made products and systems are the way they are.
- be keen to develop their whole designing ability or keen to develop one particular interest and then get an HSC mark for doing it.

Are there any exclusions for this course?

No, some people are very successful at this subject who have not been near a practical or drawing room since Year 7. There is a wide range of skills that are assessed - more than any other subject.

How will this course help me in the future?

Design and Technology provides pathways to employment and further education including university. It may lead to careers in a range of design fields including industrial design, graphic design, architecture, advertising, marketing and business management. Design and Technology gives advanced standing in a number of certificate and diploma courses at TAFE NSW.

Drama ATAR

What will I do in this course?
In Drama you will learn to about theatre through the key practices of Making, Performing and Critically Studying. Students engage with these experiences through both group and individual activities. You will prepare works for public performances and have opportunities to be involved in practical workshops as well as viewing live theatre.

The **Preliminary course** covers improvisation, play building (creating your own plays), acting skills, elements of production, theatrical traditions and performance styles. The emphasis in the Preliminary course is on practical experiences and skills building.

The **HSC course** is comprised of Australian Drama and Theatre, an elective topic (studied as a whole class), the Group Devised project and the Individual project. Australian Drama and Theatre and the elective topic are units of both theoretical and practical study, focussing on key plays and texts. The Group Devised project involves students working in groups of 3 – 6 to create an original piece of theatre, 8 – 12 minutes in length. For the Individual project, students must focus on an area of expertise to produce a substantial final product. They can select options from: Performance, Video, Scriptwriting, Critical Analysis (Director's Folio, Critical Review or Research project), or Design (costume, set, promotion or lighting).

What skills will I gain from this course?
Performing in different styles of Drama, appreciation and understanding of design concepts, devising original theatre, practical backstage experience, working in groups and independently, problem solving, collecting and analysing information, essay writing, communication and public speaking skills, increased self-confidence, organisation, teamwork and working to a deadline.

How much practical/theory work is in this course?
The course is 60% practical and 40% theory.

What background skills are recommended for this course?
It is not necessary to have studied Drama in Years 9 and 10 but it is advantageous to the understanding of some concepts. Prior experience in performance and/or backstage work are desirable but again, not essential. Students need to have an interest in drama and theatre and be willing to perform in front of peers and audiences. The ability to work cooperatively in a group situation is essential and students will need to be responsible for individual organisation and progress for some subjects. Students with an interest in other Creative Arts (Music, Dance, Art, Digital Media, Photography) often excel in Drama as many of the skill area in Creative Arts subjects overlap into drama key practises.

Are there additional requirements for this course?
The HSC Group Performance is a compulsory component of the course. The Preliminary course will also require students to participate in at least one public performance. Students may also be required to attend workshops and theatrical performances as part of their practical studies. The nature of Drama requires that students participate in rehearsals and performances, some of which will inevitably occur outside of regular school hours. Students must understand that the Drama course has a strong emphasis on group work and be prepared to work in a variety of group combinations.

Are there any exclusions for this course?
Projects developed for assessment in Drama are not to be used in part or in full for assessment in any other subject.

How will this course help me in the future?
You will develop confidence in communication, teamwork and presentation, which are essential for all career pathways. Drama students build strong organisational and speaking skills. Drama also provides a pathway for students wishing to pursue a career in acting, directing, scriptwriting, television, radio, film, costuming, stage or event management, media, communications, animation, teaching, public speaking, public relations, writing, dance, backstage work, lighting operations and early childhood education.

Earth and Environmental Science ATAR

What will I do in this course?

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

Year 11 students:

- develop knowledge and understanding of Earth's systems
- develop knowledge and understanding of the Earth's processes and human impacts

<table>
<tr><td rowspan="5">Year 11 course

(120 hours)</td><td rowspan="5">Working Scientifically Skills</td><td>Modules</td><td>Indicative hours</td><td>Depth studies</td></tr>
<tr><td>Module 1
Earth's Resources</td><td rowspan="2">60</td><td rowspan="4">* 15 hours in Modules 1-4</td></tr>
<tr><td>Module 2
Plate Tectonics</td></tr>
<tr><td>Module 3
Energy Transformations</td><td rowspan="2">60</td></tr>
<tr><td>Module 4
Human Impacts</td></tr>
</table>

***** 15 hours must be allocated to depth studies within the 120 indicative course hours.

Year 12 students:

- develop knowledge and understanding of the evolving Earth
- develop knowledge and understanding of the impacts of living on the Earth

<table>
<tr><td rowspan="5">Year 12 course

(120 hours)</td><td rowspan="5">Working Scientifically Skills</td><td>Modules</td><td>Indicative hours</td><td>Depth studies</td></tr>
<tr><td>Module 5
Earth's Processes</td><td rowspan="2">60</td><td rowspan="4">* 15 hours in Modules 1-4</td></tr>
<tr><td>Module 6
Hazards</td></tr>
<tr><td>Module 7
Climate Science</td><td rowspan="2">60</td></tr>
<tr><td>Module 8
Resource Management</td></tr>
</table>

***** 15 hours must be allocated to depth studies within the 120 indicative course hours.

What skills will I gain from this course?

Learning experiences have been designed to develop students' expertise in the following skill areas:

- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing data and information
- Analysing data and information
- Problem solving
- Communicating

How much practical/theory work is in this course?
Practical work incorporates a wide range of experiences in addition to experimental work including observation exercises, fieldwork, modelling, processing information from secondary sources, using ICT and data loggers. Students must complete approximately 80 hours across the Preliminary and HSC courses, including two mandatory fieldwork exercises.

What background skills are recommended for this course?
Following laboratory procedures, using laboratory apparatus, research skills, interest in detailed investigation, graph work, problem solving.

This is a knowledge based Science course.

Students are required to be confident in explaining how and why scientific phenomena occur. Students need to communicate scientific understanding and **must have strong literacy skills** to be successful in this course. **Advanced English is recommended.**

Are there additional requirements for this course?
Students must demonstrate skills in safe work practice in the laboratory to meet legislative requirements, complete a first-hand investigation and research project which involve working independently and written and oral presentation components.

Are there any exclusions for this course?
No.

How will this course help me in the future?
Earth and Environmental Science encourages the development of a range of capabilities and capacities that enhance a student's ability to respond to the rapidly changing environmental issues facing the world today. It develops a student's understanding of the Earth's dynamic systems and the complex processes that pose natural hazards to society today. This course prepares students for a range of courses and careers including: Environmental Science, Geography, Geology, Geochemistry, Marine Science, Mining Restoration, Coastal Management and Spatial Science.
This course when combined with Biology, Chemistry or Investigating Science provides preparation for many science based and technology related tertiary courses.

Economics ATAR

What will I do in this course?

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main Topics Covered
Preliminary Course

- **Introduction to Economics** – the nature of economics and the operation of an economy (10% of course time)
- **Consumers and Business** – the role of consumers and business in the economy (10% of course time)
- **Markets** – the role of markets, demand, supply and competition (20% of course time)
- **Labour Markets** – the workforce and role of labour in the economy (20% of course time)
- **Financial Markets** – the financial market in Australia including the share market (20% of course time)
- **Government in the Economy** – the role of government in the Australian economy (20% of course time)

HSC Course

- **The Global Economy** – features of the global economy and globalisation (25% of course time)
- **Australia's Place in the Global Economy** – Australia's trade and finance (25% of course time)
- **Economic Issues** – issues including economic growth, unemployment, inflation, income and wealth distribution, external stability and environmental management (25% of course time)
- **Economic Policies and Management** – investigating the range of policies that the Government uses to manage the economy (25% of course time)

What skills will I gain from this course?

- Understanding of economics and the operation of an economy
- Understanding markets, consumers and the role of business
- How to navigate and understand economic issues such as globalisation and Australia's role in the world
- The role of the Government in managing the economy
- Problem solving and the development of analytical thought in the economic context

How much practical/theory work is in this course?
General classroom theory work

What background skills are recommended for this course?

- Ability to think analytically
- Competent at extended response writing
- Interest in economic theory and problems
- Interest in current global issues

Are there additional requirements for this course?
There are none for this course.

Are there any exclusions for this course?
There are none for this course.

How will this course help me in the future?
Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, politics and international relations, tourism, history, geography or environmental studies. The skills developed in Economics form a strong base for any future study at university or TAFE NSW.

Exploring Early Childhood Content Endorsed NON ATAR

What will I do in this course?

This course is suitable for students interested in childcare, pre-school teaching, teaching and nursing.
Our society acknowledges childhood as a unique and intense period for growth, development and learning. By providing members of society with knowledge about childhood development they will then be able to support and encourage this development when interacting with children.
The Exploring Early Childhood course aims to achieve this by providing students with an overview of development and related issues within an early childhood context. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.
The studying of Exploring Early Childhood will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further post school study at university or TAFE or vocational training in the context of the workplace.

What skills will I gain from this course?

Through the study of Exploring Early Childhood, students learn to develop:

- ✓ knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- ✓ knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- ✓ knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- ✓ skills in communication and interaction, research and analysis and decision-making and evaluation
- ✓ respect for the individuality and uniqueness of young children and their families
- ✓ an appreciation of the value and importance of supportive and responsible relationships with young children.

How much practical / theory work is in this course?

This course has a substantial theory component.

What background skills are recommended for this course?

Students should have a very keen interest in Child Studies. This course is open to all serious students who want to expand their knowledge, skills and understanding in early childhood development and care.

Are there any additional requirements for this course?

Students will be required to have a computerised baby for one week as part of an assessment in child growth and development.

Are there any exclusions for this course?

No

How will this course help me in the future?

The study of Exploring Early Childhood Content Endorsed Course Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of post-school study courses at university and there are opportunities for students to gain recognition in vocational education and training.

Food Technology ATAR

What will I do 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 and its impact on society.

The **Preliminary course** covers food availability and selection (30%), food quality (40%), nutrition (30%).

The **HSC course** covers the Australian Food Industry (25%), Food Manufacture (25%), Food Product Development (25%) and Contemporary Food Issues in Nutrition (25%).

What skills will I gain from this course?

Skills will be developed in researching, communicating and analysing food issues, food and the design, implementation and evaluation of solutions to food situations.

How much practical/theory work is in this course?

It is mandatory that students undertake practical activities in this course that are related to the theory work. The theory work includes experimental work and merit work. The practical component is 35% - 40% of the work.

What background skills are recommended for this course?

All skills and knowledge will be developed during the 2 years of this course.

Are there additional requirements for this course?

A subject fee applies and students must wear apron and closed in shoes.

Are there any exclusions for this course?

There are none for 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 or university. The study of Food Technology will give you credit transfers in some certificate and diploma courses at TAFE NSW. Career options might include dietetics, food technology, teaching and nutrition.

Geography ATAR

What will I do in this course?

The course investigates physical and human geography and develops students' knowledge and understanding of the relationship between people and their environment and the effect they have on each other. Students investigate the unique characteristics of our world through case studies, fieldwork, geographical skills and the study of contemporary geographical issues.

The **Preliminary course** covers:

- **Biophysical Interactions (45%) –** how biophysical processes contribute to the sustainable management of specific environments
- **Global Challenges (45%)** – the study of global geographical issues associated with population challenges, economic development, natural resource use, political and cultural geography
- **Senior Geography Project (10%) -** a geographical study of the student's own choosing using primary research methodologies

The **HSC course** covers:

- **Ecosystems at Risk (33.3%) –** studies the functioning of ecosystems, their management and protection through the selection of case studies and fieldwork
- **Urban Places (33.3%) –** studies the role and changing patterns of cities and includes case studies of mega and world cities
- **People and Economic Activity (33.3%)** - studies a case study of an economic activity at both the global and local scale.

What skills will I gain from this course?
Students learn to investigate and communicate geographically and are given opportunities to develop informed and responsible values and attitudes towards ecological sustainability, active and informed citizenship and responsible, autonomous life-long learning. Ethical research practices are also developed.

How much practical/theory work is in this course?
Students complete a Senior Geography Project in the Preliminary course and must undertake 12 hours of compulsory fieldwork in both the Preliminary and HSC courses. Fieldwork reports make up a significant part of the assessment in both years.

What background skills are recommended for this course?
This subject is recommended for students who have a curiosity about how and why the world's people and their environments are so varied or who are interested in clarifying or analysing geographical issues, questions and problems. A basic understanding of some geographical skills taught in the mandatory Stage 4&5 Geography course is assumed.

Are there additional requirements for this course?
The Senior Geography Project and 24 hours fieldwork are mandatory components of this course

Are there any exclusions for this course?
There are no exclusions for this subject.

How will this course help me in the future?
Geography gives us a broad range of skills to interpret the world around us. It also helps us to shape our lives so that we maximise our enjoyment of the wonders of nature while minimising our negative impact on the systems that support life on the planet. All careers, including law, tourism and business will benefit from your study of Geography. The 21st Century is a crucial time in which we must learn to work within our planet's ability to support us. The managers of the future must think globally and act locally. Geography gives us a head start.

Hospitality Curriculum Framework

(Kitchen Operations and Cookery stream)

ATAR Cat. B

Public Schools NSW, Ultimo Registered Training Organisation 90072
VOCATIONAL EDUCATION and TRAINING

2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: **Hospitality - Kitchen Operations**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIT20416 Certificate II in Kitchen Operations
Based on SIT Tourism, Travel and Hospitality training package (version 1.2)

Units of Competency

Core

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practice

Electives

SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements
Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry

- trainee chef short order
- fast food cook breakfast cook

Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement.Students who do not meet these requirements will be `N` determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)
The Higher School Certificate examination for Hospitality Kitchen is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: $ 160 Yr 11 and $160 Yr 12– includes toolbox, uniform & consumables
Refund Arrangements on a pro-rata basis **Please see your VET teacher to enquire about financial assistance**

A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnsw.info/

Exclusions - VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions

Industrial Technology – Timber Products & Furniture Industries ATAR

What will I do in this course?

Industrial Technology consists of practical project work, including a portfolio and an Industry Study. This subject includes an introduction to industrial processes and practices as well as the development of a broad range of skills and knowledge related to the timber products and furniture industries. Most of the course is based around practical projects. (You DO NOT have to have completed stage 5 Timber)

Both the **Preliminary** and **HSC** courses are organised around four sections:

- Industry study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

In the **Preliminary** course, students design, develop and construct a number of projects (at least one of which is a group project). Each project includes a practical component and a management folio. Students are also required to undertake the study of an individual business within the Timber Industry.

In the **HSC course**, students design, develop and construct a Major Project with a management folio. Students are also required to undertake the study of the overall industry related to the specific focus area of the Timber Industry.

What skills will I gain from this course?

Students learn to refine and extend their project management skills largely through the development and completion of their Major Project design management folio. Students will also gain practical carpentry skills, drafting skills, research skills, planning and organisation, and will have the opportunity to work individually and in a team. Students will be able to design and make their own furniture.

How much practical/theory work is in this course?

Practical and theory are integrated in this course.

What background skills are recommended for this course?

Previous woodwork can help but it is not essential. You may not have been in a woodwork room since Year 7 and still be very successful in this subject.

Are there additional requirements for this course?

Students must complete a final major work/project which is marked externally and contributes to the final HSC assessment mark. This is worth 60% of the HSC.

Are there any exclusions for this course?

No.

How will this course help me in the future?

This subject will give students the knowledge and skills in the timber industry and will lead to a career in a range of occupations within the building, construction and furniture industries. Skills and knowledge gained will also give students advanced standing in many TAFE courses.

Industrial Technology – Multimedia ATAR

What will I do in this course?
Industrial Technology consists of project work and an Industry Study. This subject includes an introduction to industrial processes and practices as well as the development of a broad range of skills and knowledge related to the multimedia production such as sound, video, animation, web design, game design, etc. (You do not have to have done Multimedia before.)

Both the **Preliminary** and **HSC** courses are organised around four sections:
- Industry study
- Design, Management and Communication
- Production (most of course involves practical work)
- Industry Related Manufacturing Technology

Practical projects will reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia and digital media technologies. These may include:
- Advertising signage and advertising presentations
- Movie trailer design
- Sound capture and development
- Animation and cartoon production
- Desktop publishing and digital photography
- Video and film production, including drones
- Game Design and development
- Multimedia rich web page design and development
- Multimedia authoring 2D and 3D

In the **Preliminary** course, students design and develop a number of projects (at least one of which is a group project). Each project includes a practical component and a design management folio. Students are also required to undertake the study of an individual business within the Multimedia Industry. In the **HSC course**, students design, develop and construct a Major Project worth 60% of the HSC. Much of this is done in class. Students are also required to undertake a multimedia industry study.

What skills will I gain from this course?
Students learn to refine and extend their project management skills largely through the development and completion of their projects. Students will also gain skills in multimedia software, design, research techniques, sound and image manipulation, planning and organisation, and will have the opportunity to work individually and in a team.

How much practical/theory work is in this course?
Practical and theory are integrated in this course. In the HSC 60% of the marks are given to your major project. This could be a video, website, animation on almost any project of your choice.

What background skills are recommended for this course?
Previous multimedia and digital photography or Information and Software Technology course is helpful but is not essential. Many have not done any multimedia since Year 7 and still be successful in this subject.

Are there additional requirements for this course?
Students must complete a final major work/project which is marked externally and contributes to the final HSC assessment mark.

Are there any exclusions for this course?
No.

How will this course help me in the future?
This subject will give students the knowledge and skills in the multimedia industry and may lead to a career in a range of occupations within the advertising, television, film and other multimedia industries. Skills and knowledge gained will also give students advanced standing in many multimedia TAFE courses.

Investigating Science ATAR

What will I do in this course?

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem- solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Year 11 students:

- develop knowledge and understanding of cause and effect
- develop knowledge and understanding of models, theories and laws.

<table>
<tr><td rowspan="5">Year 11 course

(120 hours)</td><td rowspan="5">Working Scientifically Skills</td><td>Modules</td><td>Indicative hours</td><td>Depth studies</td></tr>
<tr><td>Module 1
Cause and Effect – Observing</td><td rowspan="2">60</td><td rowspan="4">*30 hours in Modules 1–4</td></tr>
<tr><td>Module 2
Cause and Effect – Inferences and Generalisations</td></tr>
<tr><td>Module 3
Scientific Models</td><td rowspan="2">60</td></tr>
<tr><td>Module 4
Theories and Laws</td></tr>
</table>

*30 hours must be allocated to depth studies within the 120 indicative course hours.

Year 12 students:

- develop knowledge and understanding of science and technology
- develop knowledge and understanding of contemporary issues involving science.

<table>
<tr><td rowspan="5">Year 12 course

(120 hours)</td><td rowspan="5">Working Scientifically Skills</td><td>Modules</td><td>Indicative hours</td><td>Depth studies</td></tr>
<tr><td>Module 5
Scientific Investigations</td><td rowspan="2">60</td><td rowspan="4">*30 hours in Modules 5–8</td></tr>
<tr><td>Module 6
Technologies</td></tr>
<tr><td>Module 7
Fact or Fallacy?</td><td rowspan="2">60</td></tr>
<tr><td>Module 8
Science and Society</td></tr>
</table>

*30 hours must be allocated to depth studies within the 120 indicative course hours.

Students may study HSC Investigating Science in combination with the HSC course in Biology, Chemistry or Physics.

What skills will I gain from this course?
Learning experiences have been designed to develop students' expertise in the following skill areas:

- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing data and information
- Analysing data and information
- Problem solving
- Communicating

How much practical/theory work is in this course?

Practical work incorporates a wide range of experiences in addition to experimental work including observation exercises, fieldwork, modelling, processing information from secondary sources, using ICT and data loggers. Students must complete approximately 80 hours across the Preliminary and HSC courses.

What background skills are recommended for this course?

Following laboratory procedures, using laboratory apparatus, research skills, interest in detailed investigation, graph work, problem solving.

Students will develop an understanding of themselves and the world in which they live. They will develop analytical and problem solving skills in order to make evidence based decisions in an ever changing world.

This course requires **sound literacy and numeracy skills** to be successful.

It is recommended for any student who enjoys the practical components of science courses. This course has twice the amount of practical work than the other science courses.

Recommended to students as a second or third science course to complement Biology, Chemistry, Physics or Earth courses.

Are there additional requirements for this course?

Students must demonstrate skills in safe work practice in the laboratory to meet legislative requirements, complete an open-ended investigation and research project which involve working independently and written and oral presentation components.

Are there any exclusions for this course?

No

How will this course help me in the future?

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Japanese Beginners ATAR

What will I do in this course?

The **Preliminary course**, students will begin to develop their knowledge and understanding of the Japanese language and culture.

In the **HSC course**, students will continue to develop their knowledge of the Japanese language and culture

What skills will I gain from this course?
Through the study of seven themes outlined in the syllabus, students will focus on developing listening, speaking, reading and writing skills. Their knowledge of Japanese culture will also develop.

How much practical/theory work is in this course?
All prescribed topics that are outlined in the syllabus must be studied for the HSC. The topics are quite broad, but give an indication of what students would study over the two year course. The prescribed topics are:

- Family life, home & neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

What background skills are recommended for this course?

A desire to learn a new language and a willingness to practise (converse).

Are there additional requirements for this course?

The HSC examination includes a practical component (speaking).

Are there any exclusions for this course?

Students are learning the language as a second (or subsequent) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.

Students have had no more than 100 hours study of the language at the secondary level (or the equivalent). Students have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.

How will this course help me in the future?

The study of Japanese language is of particular importance to Australians, both culturally and economically. It will teach students valuable interpersonal and communication skills, greater awareness of English and literacy skills, and greater socio-cultural understanding. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism and hospitality, banking and finance, technology, education and research, the arts, diplomacy, government, law, media and advertising, translation and interpreting, and cuisine and catering.

Japanese Continuers ATAR

What will I do in this course?

The Preliminary course (120 indicative hours) has, as its organisational focus, themes and associated topics. Students' skills in and knowledge and understanding of Japanese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts.

In the HSC course (120 indicative hours) students focus on the three prescribed themes and associated topics.

What skills will I gain from this course?

Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and language of Japanese-speaking communities will develop further.

How much practical/theory work is in this course?

The three themes that are outlined in the syllabus must be studied for the HSC. The themes and suggested topics are:

- **The Individual** – personal world, family and friends, home and neighbourhood, daily routine, school life, future plans, sport and leisure.
- **The Japanese-Speaking Communities** – travel and transport, shopping and eating out, customs and etiquette, traditional and contemporary culture
- **The Changing World** – casual work, careers using Japanese, technology, youth issues, social issues.

What background skills are recommended for this course?

A desire to further their previously acquired skills in learning the Japanese language and a willingness to practise (converse). Prior study of the language in Stage 5 is highly recommended.

Are there additional requirements for this course?

The HSC exam includes a practical component (speaking)

Are there any exclusions for this course?

This course is designed for students who are learning the language as a second language, and will typically have studied Japanese for 200-400 hours at the commencement of Stage 6. Students who are enrolled in the Japanese Beginners, Japanese in Context and Japanese Language and Literature courses are excluded.

How will this course help me in the future?

The study of Japanese language is of particular importance to Australians, both culturally and economically. It will teach students valuable interpersonal and communication skills, greater awareness of English and literacy skills, and greater socio-cultural understanding. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism and hospitality, banking and finance, technology, education and research, the arts, diplomacy, government, law, media and advertising, translation and interpreting, and cuisine and catering.

Legal Studies ATAR

What will I do in this course?
The Legal Studies course develops knowledge and understanding of the nature and functions of law in our society. It examines the structure and sources of the law from a domestic and international perspective as well as the role of the individual within these complex interplays. The course examines the balance that the law must strike in respect to the rights and responsibilities of the individual vis-à-vis wider society as well as investigating currently legal reforms and conflicts that historically affect special groups within society such as women, Aboriginal and Torres Strait Islanders and so on.

The **Preliminary course** covers:
- The **Legal System** (40% course time) – introduction to basic legal notions.
- The **Individual and the Law** (30% course time) – an examination of how the rights and responsibilities of both the individual and society are represented through the State.
- The **Law in Practice** (30% course time) – opportunity for students to deepen their understanding of law covered in the previous sections.

The **HSC course** covers:
- **Crime** (30% course time) – topics include the nature of crime; the criminal investigation process; sentencing; young offenders and international crime.
- **Human rights** – nature and issues (20% course time)
- Two options (50% course time) chosen from Consumers, Family, Global environmental Protection, Indigenous peoples, Shelter, Workplace, World order.

What skills will I gain from this course?
The Legal Studies course requires the ability to investigate, analyse & synthesise social & legal information into articulate legal opinions and reports. Students learn to communicate complex legal ideas and language to appropriate audiences and have a significant impact on students' confidence in approaching and accessing the legal system. Legal Studies offers excellent preparation for life skills through an understanding of the legal system, its principles, structures, institutions and processes. Legal Studies further fosters a respect for cultural diversity and promotes tolerance. It allows students to question and evaluate the legal and democratic institutional structures within the domestic and international environment and to undertake a comparative analysis of other political and institutional structures.

How much practical/theory work is in this course?
Students are required to apply practical contemporary legal structures, media reports and case studies within the wider legal concepts of justice, fairness and equity. This requires a deep understanding of contemporary legal controversies and a development of student- initiated strategies in promoting a just and fair society, with a view to empowering students to participate effectively as citizens at the local, national and international level.

What background skills are recommended for this course?
Essay writing, understanding concepts and terminology.

Are there additional requirements for this course? There are none for this course.

Are there any exclusions for this course? There are none for this subject.

How will this course help me in the future?
This course is not designed to prepare you for further study in the law but rather prepare you to participate effectively in everyday life. The course is designed to foster intellectual, social & moral development by empowering students to think critically about the role of the law & legal institutions in society. As a consequence of this, legal studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful in preparation for further study at TAFE NSW or university in a range of areas.

Mathematics – Standard / Standard 1 ATAR / NON ATAR Cat B

NOTE: Students complete a common Preliminary course in Year 11 and then choose Standard 1 for Year 12.

What will I do in this course?
Students will learn to use a wide range of techniques and tools to develop solutions to a wide variety of problems related to their present and future needs and aspirations.

The **Preliminary course** is divided into four components: **Financial Mathematics; Statistical Analysis; Measurement;** and **Algebra**. The HSC Standard 1 course continues these topics but also introduces Networks. These major topics have several subtopics.

What skills will I gain from this course?
Throughout the course students are developing the competencies: collecting, organising and analysing data; communicating ideas and information; planning and organising activities and working with others. At all levels of the course students are also developing the key competencies using mathematical ideas and techniques and using technology.

How much practical/theory work is in this course?
There is a theory component and a minor hands-on approach. Practical activities are undertaken where appropriate. The subtopics allow students to pursue topics at a level appropriate to their ability.

What background skills are recommended for this course?
This course is constructed on the assumption that students have had some success in the 5.1 pathway in Mathematics for the RoSA. It is preferred that students have completed the recommended options of Further Algebra.

Are there additional requirements for this course?
Students not meeting basic pre requisites for success in this course will be advised. Counselling for more suitable options and alternatives will be made available.

Are there any exclusions for this course?
No exclusions.

How will this course help me in the future?
The course provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a foundation for study of TAFE and other vocational courses. Employers also value it as solid background for many careers in industry.

Assessment
School based assessment schedule, including a research project, and students may choose to attempt an optional HSC examination which can then be used in the calculation of an ATAR..

Mathematics – Standard / Standard 2 ATAR

NOTE: Students complete a common Preliminary course in Year 11 and then choose Standard 2 for Year 12.

What will I do in this course?
Students will learn to use a wide range of techniques and tools to develop solutions to a wide variety of problems related to their present and future needs and aspirations.

The **Preliminary** and **HSC courses** are divided into four components: **Financial Mathematics; Statistical Analysis; Measurement;** and **Algebra.** The HSC Standard 2 course continues these topics but also introduces Networks. These major topics have several subtopics

What skills will I gain from this course?
Throughout the course students are developing the competencies: collecting, organising and analysing data; communicating ideas and information; planning and organising activities and working with others. At all levels of the course students are also developing the key competencies using mathematical ideas and techniques and using technology. Finally students work towards mastery of the key competency solving problems.

How much practical/theory work is in this course?
There is a major theory component and a minor hands-on approach. Practical activities are undertaken where appropriate.

What background skills are recommended for this course?
This course is constructed on the assumption that students have as a minimum, been successful in the 5.1 pathway in Mathematics for the School Certificate/RoSA. It is preferred that students have completed the recommended options Trigonometry and Further Algebra.

Are there additional requirements for this course?
Students not meeting basic pre requisites for success in this course will be advised. Counselling for more suitable options and alternatives will be made available.

Are there any exclusions for this course?
No mandatory exclusions.

How will this course help me in the future?
The course provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for studying Life Sciences, the Humanities, Business Studies, TAFE courses and other vocational courses. Employers also value it as solid background for many careers in industry.

Assessment
School based assessment schedule, including a research project and formal HSC examination.

Mathematics Advanced ATAR

What will I do in this course?
This course offers students a treatment of the following: functions (including trigonometric functions), calculus (differentiation), logarithms and exponentials, statistical analysis, probability, algebra and trigonometric identities.

What skills will I gain from this course?
The course is designed to give students an understanding of and competence in aspects of Mathematics which are applicable to the real world.

How much practical/theory work is in this course?
This course is based on theory and mathematical proofs.

What background skills are recommended for this course?
This course is constructed on the assumption that students have achieved the outcomes of the 5.3 / 5.2 pathway in Mathematics for the RoSA.

Those who have completed the 5.3 / 5.2 pathway would need to achieved high/outstanding results. All candidates for this course will need to have a strong work ethic and commitment to achieve success.

Are there additional requirements for this course?
Students not meeting basic pre requisites for success in this course will be advised. Counselling for more suitable options and alternatives will be made available.

Are there any exclusions for this course?
No

How will this course help me in the future?
This course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level.

Assessment
School-based assessment schedule including a research project and formal HSC examination.

Mathematics Extension 1 ATAR

What will I do in this course?
This course includes the entire Mathematics course and further, in-depth study of each of the topics in that course. Additional topics covered are further work with functions, polynomials, inverse trigonometric functions, trigonometric identities, rates of change, combinations and circle geometry.

What skills will I gain from this course?
This course includes the entire Mathematics course and further, in-depth study of each of the topics in that course. Additional topics covered are: Parametric Representation; Permutations and Combinations; Inverse Functions; Mathematical Induction; Polynomials and Binomial Theorem.

How much practical/theory work is in this course?
This course is heavily based on theory and mathematical proofs.

What background skills are recommended for this course?
This course is constructed on the assumption that students have achieved the outcomes of the 5.3 pathway in Mathematics for the RoSA and have achieved Band 8, 9 or 10. Students should also have completed the recommended optional topics to strengthen their foundation for the challenges of this course.

Are there additional requirements for this course?
Students not meeting basic pre requisites for success in this course will be advised. Counselling for more suitable options and alternatives will be made available.

Are there any exclusions for this course?
No

How will this course help me in the future?
This course is a basis for further studies in mathematics as a major discipline at tertiary level.

Can I do Mathematics Extension 2 at TJHS?
At the end of Term 3 students who have expressed an interest and achieved to an acceptable standard at Extension 1 will be invited consider Mathematics Extension 2.

Assessment
School-based assessment schedule including a research project and formal HSC examination.

Mathematics – Numeracy Course NON ATAR Cat B

What will I do in this course?
This is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy.

What skills will I gain from this course?
This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.

How much practical/theory work is in this course?
There is a theory component and a minor hands-on approach. Practical activities are undertaken where appropriate. The subtopics allow students to pursue topics at a level appropriate to their ability.

What background skills are recommended for this course?
This course is constructed on the assumption that students have had limited success in the 5.1 pathway in Mathematics for the RoSA.

Are there additional requirements for this course?
Students not meeting basic pre requisites for success in this course will be advised. Counselling for more suitable options and alternatives will be made available.

Are there any exclusions for this course?
No exclusions.

How will this course help me in the future?
This course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy. It may benefit students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11.

Assessment
School based assessment schedule, including a research project.

Modern History ATAR

What will I do in this course?

Modern History offers 2U Preliminary and HSC courses with the option of 1U Extension in the HSC course.

The **Preliminary course** will consist of:
- Investigating Modern History (60 indicative hours) – involving exploring the nature of Modern History and case studies
- Historical Investigation (20 indicative hours) – allows for individual or group investigation, research and presentation.
- Shaping of the Modern World (40 indicative hours).

The **HSC course** will cover:
- Core Study: Power and Authority in the Modern World 1919-1946 (30 indicative hours)
- One National Study (30 indicative hours) – a study of a specific period of a nation in the 20th Century
- Peace and Conflict (30 indicative hours) – investigating a significant conflict during the 20th Century
- Change in the Modern World (30 indicative hours)

The HSC History Extension Course involves the study and evaluation of the ideas and processes used by historians to produce history. Part1 (60%) – students investigate the question "What is history?" through readings complied in a source booklet and through case study. Part 11 (40%) – students design, undertake and communicate a personal historical inquiry. To do extension you must be studying Modern or Ancient History 2U.

What skills will I gain from this course?
Students of Modern History will develop higher order skills in research, investigation and critical analysis and the ability to interpret and use both primary and secondary sources.

How much practical/theory work is in this course?
The practical comes in the shape of historical investigation and research that continues throughout all courses.

What background skills are recommended for this course?
Students need to have an interest in Modern History and be well skilled in research, wide-reading and written expression.

Are there additional requirements for this course?
There are none for this course.

Are there any exclusions for this course?
There are no exclusions for this subject

How will this course help me in the future?
The skills developed in this course will be useful in tertiary education as well as the professional and commercial world. In particular, they are applicable to law, teaching, medicine, communication, social work and journalism.

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. The skills and methodologies of this course will be valuable to students in a wide range of disciplines at tertiary level.

Music Course 1 ATAR

What will I do in this course?

In both the **Preliminary** and **HSC courses**, students will gain widening experience in Performance, Composition, Musicology and Listening through the study of Concepts of Music.

Students study 3 topics, which range from Classical to Pop, Jazz and Rock music, Theatre, Film, Radio, Multimedia and Television. Students are encouraged to broaden their listening experiences as well as specialise in their chosen areas.

In the **HSC course**, in addition to the Core Performance, students must select 3 electives from Performance, Composition and/or Musicology. This accounts for 70% of the final course mark.

What skills will I gain from this course?

At the end of the course, students should be able to:

- Perform at with high level of musicality and technique on their chosen instrument.
- Analyse and compare different styles of music
- Compose a piece of music in a variety of styles.
- Understand the historic development of various styles of music.

How much practical/theory work is in this course?

This depends on the electives chosen. Practical work can range between 10% and 70%.

What background skills are recommended for this course?

A love of music is essential as well as instrumental / vocal ability and a willingness to develop new skills.

Are there additional requirements for this course?

A willingness and ability to work independently and in groups. The HSC examination includes a compulsory performance component.

Are there any exclusions for this course?

Music Course 2, Music Extension (3 unit)

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 or University with a good foundation of knowledge and practical skills. Music also provides knowledge and skills to enhance enjoyment of everyday life.

Personal Development Health Physical Education ATAR

What will I do 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 (70%) are: meanings of health and physical activity, better health for individuals, and the body in motion. The optional component (30%) 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 (60%): health priorities in Australia, factors affecting performance. The optional component (40%) 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 skills will I gain from this course?

- Understand personal and community health issues
- Understand basic anatomy and physiology.
- Have skills in analysis and in the development of personal health.

Develop self-confidence, physical wellbeing, self-esteem, physical motor skills, decision making and developing positive attitudes and beliefs.

How much practical/theory work is in this course?
This course has a substantial theory component and all practical work directly relates to the theory work in class.

What background skills are recommended for this course?
Students should have a very keen interest in PDHPE and human movement. Students who have a strong sporting background would benefit from doing this course. This course is open to all serious students who want to expand their knowledge, skills and understanding in Health and Physical Education.

Are there additional requirements for this course?
Students will be required to complete a mandatory First Aid Course.

Are there any exclusions for this course?
No

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, nursing, coaching, fitness training or PDHPE teaching.

Photography, Video and Digital Imaging Board Endorsed / NON ATAR

What will I do in this course?

Students will learn to take successful photographs using both film and digital SLR cameras. This course teaches students photographic techniques including understanding and use of the camera, lenses, green screens and other photographic equipment. The course will address design principles such as composition, space, exposure, light and colour.

They will learn traditional film photographic practices and develop black and white films in the dark room. Students will also learn how to use industry standard photo editing software including Adobe Photoshop, to edit and manipulate images in the creation of a portfolio of self-directed work.

The Preliminary course covers basic camera functions and dark room processes as well as develop students' ability to tell stories through images.

The HSC course develops and extends skills and theoretical views of photographic practice as they work on self-directed projects.

What skills will I gain from this course?

- Camera functions
- Darkroom processes (developing film and printing images)
- Adobe Photoshop techniques for still and moving images
- Studio photography practices
- Special effects and digital image manipulation
- Video editing
- Stop-motion film making
- Genres of photography and working in the field as a photographer, eg photo journalist

What background skills are recommended for this course?

Creativity, computer skills and an understanding of design principles are desired skills but not essential. Students must have an interest in photography, video and digital imaging and a willingness to learn.

Are there additional requirements for this course?

Students must have a willingness to work both independently and in groups. Students will be required to take photographs on school occasions such as carnivals, Showcase, MADD Night and Night of Excellence. Where possible students are encouraged to bring a camera, however, cameras can be provided.

How will this course help me in the future?

Students who wish to pursue a career in website design, photography, graphic design, film and television, advertising, Visual Arts, fashion and teaching, or those just wanting to become a better photographer, will benefit from this course.

Physics ATAR

What will I do in this course?

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

Year 11 students:

- develop knowledge and understanding of fundamental mechanics
- develop knowledge and understanding of energy.

<table>
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(120 hours)</td><td rowspan="5">Working Scientifically Skills</td><td>Modules</td><td>Indicative hours</td><td>Depth studies</td></tr>
<tr><td>Module 1
Kinematics</td><td rowspan="2">60</td><td rowspan="4">*15 hours
in Modules 1–4</td></tr>
<tr><td>Module 2
Dynamics</td></tr>
<tr><td>Module 3
Waves and Thermodynamics</td><td rowspan="2">60</td></tr>
<tr><td>Module 4
Electricity and Magnetism</td></tr>
</table>

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Year 12 students:

- develop knowledge and understanding of advanced mechanics and electromagnetism
- develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics.

<table>
<tr><td rowspan="5">Year 12 course

(120 hours)</td><td rowspan="5">Working Scientifically Skills</td><td>Modules</td><td>Indicative hours</td><td>Depth studies</td></tr>
<tr><td>Module 5
Advanced Mechanics</td><td rowspan="2">60</td><td rowspan="4">*15 hours
in Modules 5–8</td></tr>
<tr><td>Module 6
Electromagnetism</td></tr>
<tr><td>Module 7
The Nature of Light</td><td rowspan="2">60</td></tr>
<tr><td>Module 8
From the Universe to the Atom</td></tr>
</table>

*15 hours must be allocated to depth studies within the 120 indicative course hours.

What skills will I gain from this course?

Learning experiences have been designed to develop students' expertise in the following skill areas:

- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing data and information
- Analysing data and information
- Problem solving
- Communicating

How much practical / theory work is in this course?

Practical work incorporates a wide range of experiences in addition to experimental work including observation exercises, fieldwork, modelling, processing information from secondary sources, using ICT and data loggers. Students must complete approximately 80 hours across the Preliminary and HSC courses.

What background skills are recommended for this course?

Following laboratory procedures, using laboratory apparatus, research skills, interest in detailed investigation, graph work, problem solving. It is expected that students have a strong background in Science and achieving at the highest level of Mathematics in Year 10. Physics is a Maths-based course. Students are required to be confident in applying mathematical thinking to solve science related problems. Students would also be choosing **at least Advanced Maths or Extension 1 Maths**.

Students need to be able to communicate scientific understanding and **strong literacy skills** will enable success in these courses. **Advanced English is recommended**.

Are there additional requirements for this course?

Students must demonstrate skills in safe work practice in the laboratory to meet legislative requirements, complete an open-ended investigation and research project which involve working independently and written and oral presentation components.

Are there any exclusions for this course?
No

How will this course help me in the future?

Skills in Physics are useful in a range of courses studied at university and TAFE, in the workforce and in everyday life and for a range of careers including Medicine, Medical Science, Aviation, Electrical, Mechanical, Structural Engineering and the Defence Forces.

This course when combined with Chemistry provides preparation for many science based and technology related tertiary courses.

Society and Culture ATAR

What will I do in this course?

The Society and Culture course develops student awareness and understanding of basic social and cultural patterns of action and behaviour. The course trains students to think critically and independently about complex social and cultural issues. Students draw on the methods and theories of social science and use them to investigate and report their findings on social-cultural phenomena of the past, present and future. The key aim of the course is to foster and develop; the social and technological literacy of students.

The **Preliminary course** covers:

- The **Social and Cultural World** (30% course time) – an examination of key society and culture concepts, the nature of society and culture and various social and cultural research
- **Personal and Social Identity** (40% course time) – an examination of the process of socialisation and the development of personal and social identity.
- **Intercultural Communication** (30% course time) – a study into the understanding of how people in different social, cultural and environmental settings behave, communicate and perceive the world.

Across these topics, appropriate social and cultural research methods will be employed and fundamental concepts of society, culture, persons, environment, time, power, authority, gender and technology are integrated as well as the additional concepts of power, authority, gender, identity, technology and globalisation.

The **HSC course** covers:

- **Social and Cultural Continuity and Change** (30% course time) – an examination of the nature of social and cultural continuity and change, through the application research methods, social theories and in relation to a selected country.
- **Depth Studies** (40% course time) – an examination of TWO areas to be chosen from: Popular Culture, Belief Systems and Ideologies, Social Inclusion and Exclusion and Social Conformity and Non-Conformity. These Depth Studies involve in-depth investigation of the area, its future directions.
- **Personal Interest Project** (PIP) (30% course time)- a compulsory individual research project

What skills will I gain from this course?

Students will gain life-long learning skills in their ability to apply and evaluate social and cultural research. They will be able to investigate and engage in effective analysis, synthesis and evaluation of information from a variety of sources and communicate information, ideas and issues in appropriate forms to different audiences in a variety of contexts.

How much practical/theory work is in this course?

Society and Culture is heavily dependent upon social research. Students are required to apply their own social research on a regular basis to verify, test and engage the fundamental concepts and understandings of the course. The Personal Interest Project (PIP) is a demanding application of this practical requirement and involves a substantial commitment of time, resources and study into the study of a social and cultural topic of the student's own choosing.

What background skills are recommended for this course?

Critical thinking, application of theory, writing skills of mid to high order, research.

Are there additional requirements for this course?

Each student must submit a Personal Interest Project, which includes a log, to the Board of Studies for marking. This mark contributes 40% to the HSC examination mark.

Are there any exclusions for this course?

There are no exclusions for this course.

How will this course help me in the future?

Society and Culture prepare students for immediate transition to work or tertiary study. Students learn to analyse issues, to write reports, to work in teams, to conduct individual research, to communicate with a variety of people in many ways and to understand their place in the global community. Society and Culture would be particularly valuable to students who wish to undertake further study in the humanities, business and law, but would provide useful skills for any student for any university or TAFE NSW course.

Sport, Lifestyle and Recreation (SLR) Content Endorsed NON ATAR

What will I do in this course?

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

The Sport, Lifestyle and Recreation course comprises 15 optional modules. This course caters for a wide range of student needs. It can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas.

It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.

What skills will I gain from this course?

Through the study of Sport, Lifestyle and Recreation, students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles and processes impacting on the realisation of movement potential
- the ability to analyse and implement strategies that promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential

How much practical/theory work is in this course?
The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students should be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.

What background skills are recommended for this course?

Students should have a keen interest in PDHPE.

Are there additional requirements for this course?
Students will be given the opportunity to complete a First Aid Course.

Are there any exclusions for this course?
No

How will this course help me in the future?
The areas of sports science, physical education and human movement present viable post-school study and career pathways. The Sport, Lifestyle and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.

Textiles and Design ATAR

What will I do in this course?

The **Preliminary course** involves the study of design, construction techniques, fibre, yarns, fabrics and the Australian textile industry.

Practical experiences include construction of two textile items.

What skills will I gain from this course?
Design, fashion illustration, practical construction, pattern modification and fitting. Informed decision making in relation to fibres, yarns and fabric.

How much practical/theory work is in this course?
Practical 50% of course (120 hours)
Theory 50% of course (120 hours)

What background and skills are recommended for this course?
You do not have to have studied Textiles and Design prior to selecting this course. All skills and knowledge required will be developed during this two year course.

Are there additional requirements for this course?
All students **design** and **make** a major textile project of their **own choice** in Year 12 (HSC) that is handed in for external marking. The major textile project makes up 50% of the final HSC mark.

The external exam paper makes up the remaining 50% of the final HSC mark. The external practical project allows students to develop and display their practical skills and acquire marks towards their HSC.

A course fee applies.

Preliminary Course:
- Design – 40%
- Properties and Performance of Textiles – 50%
- The Australian Textiles, Clothing, Footwear and Allied Industries – 10%

HSC Course:
- Design – 20%
- Properties and Performance of Textiles – 20%
- The Australian Textiles, Clothing, Footwear and Allied Industries – 10%
- Major Textile Project – 50%

Are there any exclusions for this course?
No

How will this course help me in the future?
The skills and knowledge acquired are useful for a career in the retail fashion industry, theatrical design, teaching, fibre and fabric research, craftwork, interior design, advertising, marketing, commercial fabric buying and creative textile works. Skills developed also lead to a lifelong recreational skill.

Visual Arts ATAR

What will I do in this course?
Visual Arts is about making and studying artworks, artists and the art world. Students develop artworks, culminating in a Body of Work in the HSC using mediums including painting, ceramics, photography, drawing, printmaking, video, animation and mixed media. Students make artworks about personal experiences, places of interest and themes relevant to their lives. They contextualise these artworks using the knowledge and understanding they gain through the study of art history and criticism.

The Preliminary Course is broad, while the HSC course provides for deeper, increasingly independent investigations.

What skills will I gain from this course?

Study of Visual Arts develops skills in critical thinking and problem solving as well as technical skills in a variety of art making processes. You will also develop skills and enhance your own creativity to enable you to express yourself in a visual manner.

How much practical/theory work is in this course?

Both Preliminary and HSC courses are 50% theory and 50% practical.

What background skills are recommended for this course?
This course is suited to any student who:
- Enjoys Visual Arts, Photography and digital imaging and film making
- enjoys creative, self-directed projects

Are there additional requirements for this course?

Students must complete a final Body of Work which contributes to the final assessment mark.

Are there any exclusions for this course?

Work developed for assessment in any other subject must not be used in full or in part for assessment in Visual Arts.

How will this course help me in the future?

Study in Visual Arts provides students with strong discipline based knowledge as well as fundamental skills, creative expertise and a learning mindset recognised as essential for the 21st Century. Visual Arts students experience and develop concentration skills, problem solving skills, technical expertise in artmaking as well as strong reading and writing skills.