

MUIRFIELD HIGH SCHOOL



SENIOR SCHOOL SUBJECT SELECTION GUIDELINES

**For students and parents
2020**

INTRODUCTION

The purpose of this booklet is to provide information and advice to students and their parents to assist them with the task of selecting appropriate subjects and courses for study in the Year 11 and Higher School Certificate courses.

In selecting subjects and courses, students should consider their interests, abilities and career aspirations. It is important to be realistic about one's strengths and weaknesses and to be motivated about the course of study selected.

Students should seek advice from their teachers, Year Adviser, Careers Adviser and the Deputy Principal.

For students planning tertiary studies, whether at University, TAFE, or private tertiary providers, it is essential to check entry requirements to institutions where students may wish to study. The entry requirements for the various institutions and courses are too numerous to list in this booklet. See the Careers Adviser for up-to-date information.

At Muirfield we always run a range of traditional academic, vocational and creative subjects. Our aim is to have a broad curriculum which best meets the needs of all students. However, not all subjects that are offered necessarily run. Subjects will only operate if there are sufficient student numbers to do so.

Please note: some subjects have fees (for equipment, consumables etc.). Please consider these in your selection. The school offers fee-free courses for those who have difficulty meeting extra costs.

This booklet has been compiled to help you with these decisions.

Please read this booklet carefully and ask questions.

Jennifer Reeves
Principal
June 2019

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YEAR 11 SUBJECT CONTRIBUTIONS 2020

To assist you in the selection process we have set out below the subject contributions for those subjects that have costs. These cover the purchase of materials used in the elective courses in Year 11. These funds are used to sustain these subjects, their consumable costs and the stimulating activities presented to our students. Since the school is able to purchase such things as chemicals, timber, metal supplies, paints, seedlings and animal food in bulk, we are able to make savings and pass these onto the students through the different activities we teach. If these charges are not paid, then the student may be expected to supply the necessary materials himself/ herself in order to participate in those particular learning activities and so meet course requirements.

Please note:

- *VET Hospitality* mandates that a uniform and equipment kit are purchased prior to commencement. Costing of the uniform and kit will be approximately \$180.
- *Sport Coaching* incurs a fee for CPR and First Aid course and accreditation (approx. \$80).
- *VET Primary Industries* students will be required to wear enclosed leather footwear, long pants and a high visibility work shirt (to be purchased at students own cost).
- *PDHPE* incurs a fee for CPR and First Aid course and accreditation (approx. \$80).
- *Construction* incurs a fee for a White Card (approx. \$60).

Should your child have outstanding subject fees he/she will not be able to select a subject with a fee attached, rather he/she will need to select subjects that do not attract a subject fee.

Elective Subject	2020 Amount
Agriculture	\$50
Biology	\$15
Chemistry	\$15
Dance	\$20
Design and Technology	\$60
Drama	\$20
Earth & Environmental Sciences	\$15
Hospitality Kitchen Operations (VET)	\$150
Information Processes & Technology	\$40
Information Digital Media & Technology (VET) [accelerated students continuing from 2019 only]	\$50
Music	\$45
Photography, Video & Digital Imaging	\$80
Physics	\$15
Primary Industries (VET)	\$50
Software Design & Development	\$40
Visual Arts	\$75

SECTION 1 THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate (HSC) is the highest educational award you can gain in NSW schools. It is an internationally recognised qualification that provides a strong foundation, whether you wish to pursue tertiary study, vocational training or employment.

WHAT IS NESA ?

In relation to the HSC, the NSW Educational Standards Authority

- develops courses
- sets guidelines for school assessment tasks
- sets, organises and marks the HSC examinations
- calculates and records HSC marks
- issues the HSC and Record of Achievement to students
- gives advice to schools, employers and the public on educational issues

WHO IS ELIGIBLE FOR THE HSC?

To be eligible for the HSC you need to:

- be enrolled at a NSW government school, or a registered and accredited nongovernment school, or a TAFE NSW institute
- study the right number and type of courses
- satisfactorily complete the course requirements, including any practical or project work, or work placement
- complete tasks set by your school for the assessment of each HSC course
- sit for the required HSC examinations

All students studying an HSC course must also complete the HSC: All My Own Work program in ethical scholarship (or its equivalent). Your school will arrange this and help you to understand your rights and responsibilities in HSC assessment.

The Preliminary period comprises Terms 1-3 in Year 11. The HSC period commences Term 4, Year 11 and continues into Year 12, ending with the HSC examinations.

You can find out more about eligibility rules in the NESA publication, the Assessment, Certification and Examination (ACE) Manual, which can be found on the NESA website at: Educationstandards.nsw.edu.au

It is also available in every NSW secondary school and TAFE NSW institute.

WHAT COURSES DO YOU HAVE TO STUDY?

There are some rules about the courses you need to study to gain an HSC. You must complete at least 12 Preliminary units (usually studied in Year 11) and 10 HSC units (usually studied in Year 12). Most courses are worth 2 units although some, including HSC Extension courses, are 1 unit. The Year 11 component of a course must be completed before starting the HSC component.

In Year 11 and Year 12 your subject selection must include **at least**

- two units of English
- six units of Board Developed Courses
- three courses of 2 units
- four different subjects

BOARD DEVELOPED COURSES

These are the large number of courses set and examined by NESA including courses in the areas of English, Mathematics, Science, Technology, Creative Arts, Personal Development, Health and Physical Education, Human Society and Its Environment, Languages and Vocational Education and Training (VET) Industry Curriculum Frameworks. Most Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). Board Developed Courses are usually 2 units, with the exception of most Extension Courses (1 unit) and some VET courses.

CONTENT ENDORSED COURSES—CATEGORY B

These courses are developed by schools, TAFE and universities. **They count towards your HSC but do not have an HSC examination and do not contribute towards calculation of your ATAR. English Studies does have a HSC Examination and can be counted towards your ATAR.**

- English Studies
- Photography, Video and Digital Imaging

SPECIAL EDUCATION – LIFE SKILLS COURSES

If you have special education needs you can earn your HSC by studying HSC Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to gain your HSC. You will need to talk with your Year adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

VOCATIONAL EDUCATION AND TRAINING AND THE HSC—CATEGORY B

Industry Curriculum Frameworks VET courses can be studied either at school or through TAFE NSW and other training providers. The following VET courses are delivered at the school by teachers who have received accredited training:

- Hospitality
- Primary Industries
- Sport Coaching

These courses include a mandatory work placement component.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. **These Board Developed VET courses have an optional HSC examination, so if you choose to sit the examination your results can also count towards your ATAR.** The universities, in calculating the ATAR, have placed restrictions on courses listed as Category B. **Only 2 units of Category B courses may be counted in the calculation for the ATAR.**

ALL Board Developed VET courses are Category B.

TVET courses are taught by TAFE teachers, generally at selected colleges of TAFE and offer dual accreditation from NESA and TAFE. They offer both Board Developed and Content Endorsed courses. In addition to contributing to the number of units for the Higher School Certificate, students successfully completing the courses are issued with a TAFE certificate. Agreements between NESA and TAFE allow students to gain advanced standing in a number of TAFE courses through their study for the HSC.

Courses generally take place in the afternoon. Admission to these course requires separate application and students should consider transport arrangements and hours out of school **BEFORE** applying.

Students will have to make their own way to and from TAFE and will NOT be permitted to leave before lunch.

CAN YOU CHANGE COURSES AFTER YOU'VE STARTED?

Early in the year, the school submits to NESA the list of courses you expect to complete that year. There may be an opportunity for a small number of changes. Your Deputy Principal can discuss with you any changes.

No changes are allowed after week 6 of Term 1.

WHAT TO CONSIDER WHEN MAKING YOUR COURSE CHOICES

You should choose courses that you are good at, interested in and may use in the future. Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections. Also, make sure you ask for information about any prerequisites for your future study or work plans.

If you want an ATAR, check that you are studying at least 10 units of Board Developed Courses.

WHERE CAN YOU FIND INFORMATION ABOUT THE DIFFERENT HSC COURSES?

Your school has a list of the courses available for study in Years 11 and 12 in the Senior Subject Selection handbook and will be able to help you with course selection. Also, NESA publishes syllabuses for every Board Developed Course. Board syllabuses contain information about course content and assessment requirements. Some HSC courses also have prescribed texts, topics, projects and works that must be studied for the HSC. Make sure you are aware of the requirements of your courses by talking with your teachers and Year Adviser. Copies of Board syllabuses are provided to your school and are published on the NESA website.

FLEXIBLE STUDY OPTIONS WITH HSC

Pathways

Most students study the HSC over two years during Years 11 and 12. However, HSC Pathways offer a more flexible program for people who wish to combine their studies with employment or other commitments, such as family care or elite sporting or cultural pursuits.

Accumulation

You can take up to five years to complete your HSC studies. The five year period starts in the first year you complete an HSC course. At the end of the five-year period you need to have met all of the HSC requirements. The majority of Muirfield students will complete their HSC in the traditional 2 year period. In exceptional cases, some students may accumulate the HSC over more than two years. **These must have prior approval from the Principal.**

Repeating courses

You can repeat one or more HSC courses, but it must be within the five-year accumulation period. Results of all attempts will appear on your Record of Achievement. In calculating your Australian Tertiary Admission Rank (ATAR), the Universities Admissions Centre (UAC) will use the marks from your most recent attempt. Repeating at Muirfield High school will only be considered in extenuating circumstances and by negotiation with the Principal.

Recognition of Prior Learning

You may be granted credit transfer – that is, be able to count courses studied in educational institutions such as TAFE towards your HSC. You may also be granted advanced standing – that is, be exempted from some components of courses if you can show you have met the necessary outcomes in another way, eg overseas study.

Acceleration

Acceleration allows very capable students to complete a course in a shorter time. Students whose studies are accelerated usually sit their HSC examination for that course at the end of Year 11 and accumulate their results.

School-based traineeships and apprenticeships

You can combine HSC study with a part-time traineeship. Traineeships and apprenticeships combine paid work and training and lead to a recognised AQF VET credential. A school-based traineeship or apprenticeship counts towards the HSC.

ASSESSMENT

Most Board Developed Courses have a school-based assessment component. Your school submits your assessment mark for each of your courses to NESA. Your assessment mark contributes in excess of 50% of your final HSC mark in courses where internal assessment marks are submitted.

For VET courses, you are assessed on your ability in carrying out relevant tasks. This assessment counts towards your AQF VET qualification but not towards your HSC mark.

WHAT YOU NEED TO KNOW ABOUT SCHOOL ASSESSMENT

Your school will provide you with information on its assessment policies and details of your assessment tasks, such as due dates and the requirements for each task. You are expected to have a copy of your school's assessment program for each course and to complete the tasks that are part of that program.

You can find out more about your rights and responsibilities in HSC assessment in the brochure HSC Assessments and Submitted Works – Advice to Students on the NESA website at: www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/

SATISFACTORY COMPLETION OF COURSES

You must satisfactorily complete course requirements. If you are not meeting requirements your principal will give you written warnings and the opportunity to correct any problems.

HONESTY IN ASSESSMENT – THE STANDARD

The following standard sets out the requirements for submitting your HSC assessments. You, your teachers and anyone who assists you with your work are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined only by the quality of the work produced by the student. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies on malpractice and satisfactory completion of a course. Details can be found on NESA's website at : studentsonline.nesa.nsw.edu.au/go/assessment/honesty_in_assessment/

HSC EXAMINATIONS

Your HSC examinations contribute 50% of your final HSC mark. You must sit for your required examinations to receive your HSC. Most examinations for the HSC are written examinations, held in October and November each year. However, some courses have practical examinations and/or submitted works or projects in addition to the written HSC examination. Talk with your Year adviser or subject coordinator about course requirements before making your final course selections.

WHAT ARE DISABILITY PROVISIONS?

Disability provisions offer practical support to students with disabilities that affect their exam performance. They include arrangements such as large print or coloured examination papers, rest breaks, writers or readers. You should contact your Year adviser if you wish to apply for disability provisions or if you need further information. There is also information on the NESA website at :

educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions

YOUR HSC RESULTS

You will receive a summary of your HSC results in mid-December so you can start making decisions about your future. Your official HSC portfolio will be mailed to you in January.

HOW DO YOUR HSC RESULTS CONTRIBUTE TOWARDS UNIVERSITY ENTRY?

Entry from Year 12 into University courses in NSW and the ACT generally depend on your ATAR. If you have requested an ATAR, the University Admission Centre (UAC) will use your HSC marks to calculate your ATAR. Your ATAR is not part of your HSC and is not calculated by NESA. Details of ATAR requirements can be found in the UAC Guide, published each year by UAC. You can phone UAC on (02) 9752 0200 or view the UAC website at www.uac.edu.au

USEFUL WEBSITES

NSW Education Standards Authority: www.educationstandards.nsw.edu.au

Students Online: www.studentsonline.nesa.nsw.edu.au

Universities Admissions Centre: www.uac.edu.au

Careers Advisory Service: www.cas.det.nsw.edu.au

Training Services NSW : www.training.nsw.gov.au

TAFE NSW: www.tafensw.edu.au

My Future – Occupations: www.myfuture.edu.au

Australian JobSearch: www.jobsearch.gov.au

VET CREDIT TRANSFER

The skills and knowledge you have gained through your HSC studies may be recognised by TAFE NSW and other registered training organisations. If you complete a VET qualification as part of your HSC you are eligible to apply for national recognition of this qualification with another registered training organisation.

WHAT IS THE ATAR?

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 with increments of 0.05. It is a rank that provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated by the universities and released by UAC. The ATAR is a rank, not a mark.

Your ATAR indicates your position relative to the students who entered Year 7 with you. An ATAR of 80.00 indicates that you have performed well enough in the HSC to place you 20 percent from the top of your Year 7 group, assuming that all students in this group completed Year 12 and were eligible for the ATAR. It is important to note that your ranking depends solely on your performance in the HSC.

WHAT IS THE ATAR USED FOR?

The ATAR is used by universities (either on its own or in conjunction with other selection criteria) to rank applicants, because for the majority of courses there are more applicants than there are places available. The ATAR should not be used for any other reason because its sole function is to help universities select students for admission.

WHO RECEIVES AN ATAR?

ATARs are calculated for all ATAR-eligible students, but not all students are notified. Only NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC. This will arrive in the mail at about the same time they receive their HSC results from NESA.

AM I ELIGIBLE FOR AN ATAR?

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

- eight units from Category A courses
- two units of English
- three Board Developed courses of two units or greater
- four subjects.

HOW IS MY ATAR CALCULATED?

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- your best two units of English and
- your best eight units from the remaining units. **No more than two units of Category B courses can be included.**

The actual calculation of your ATAR is a complex process that begins with scaling your raw HSC marks and ends with ranking you among your entire Year 12 cohort.

WHEN IS MY ATAR CALCULATED?

You will receive an ATAR the first year you satisfy the eligibility requirements. If you complete additional courses or repeat courses you have completed, your ATAR will be recalculated. Your most recent ATAR is the one used for selection purposes.

WHAT IS SCALING?

Because scaled marks (not HSC marks) are used in the ATAR calculation, scaling is the first step in calculating the ATAR. It is necessary because HSC students take all kinds of different courses, and scaling allows courses to be compared fairly. We know that the same marks in different courses are not necessarily equal, just as the same amounts of money in different countries are not equal. In the same way that an exchange rate can be used to compare currency in different countries, scaling can be used to compare marks in different courses.

CAN I FIND OUT WHAT MY SCALED MARKS ARE?

No. Scaled marks are not reported to students. They are determined during an interim phase in the calculation of the ATAR.

CAN I WORK OUT WHAT MY ATAR WILL BE FROM MY HSC MARKS?

No. Remember that your scaled marks (not your HSC marks) are used to calculate your ATAR, and your ATAR is not an average mark, it is a rank that indicates your position. However, as a general rule, if you are in the middle group of students enrolled in your courses (with marks in the 70s) you are likely to get an ATAR in the late-60s. But sometimes marks in the 70s can mean a much lower ATAR depending on your courses and your position in your courses.

WHICH COURSES COUNT TOWARDS MY ATAR?

Only ATAR courses can be used in the calculation of your ATAR. Your ATAR is therefore calculated from your aggregate of scaled marks from your ATAR courses, including two units of English and your best eight units from the remaining courses (according to the ATAR rules). Your ATAR Advice Notice tells you which of your courses were actually included in the calculation of your ATAR. Just by looking at your HSC marks, it is not possible to tell which

courses will be included in your ATAR. Sometimes the course with the lowest HSC mark will not count, but this is not always the case.

WHY IS MY ATAR LOW IN COMPARISON TO MY HSC MARKS?

Your ATAR is not a mark but a number that indicates your position in relation to other students. Most HSC marks lie between 50 and 100 so that the middle students in most courses will receive a mark between 70 and 80. The middle Year 12 students will be likely to receive an ATAR of approximately 70.

CAN I ACCUMULATE MY COURSES?

Yes, you can accumulate courses over a period of up to five years.

CAN I CHOOSE CERTAIN COURSES TO INCREASE MY ATAR?

No. , scaling is carried out afresh each year, so the scaled means are different every year. It is a myth that choosing certain courses will increase your ATAR. When you choose your courses you should think only about what you are interested in (usually what you are good at too) and what you need to do to prepare you for your course or career plans. The scaling process is designed to allow you to choose according to these principles and not, as far as university selection is concerned, be disadvantaged by your choice.

IS IT TRUE THAT IF I STUDY CERTAIN COURSES I CAN'T GET A HIGH ATAR?

No, there are students in every course who achieve high ATARs.

MAXIMUM ATAR BY COURSE IN 2018:

Course	Number All HSC students	% ATAR eligible	Maximum ATAR
Agriculture	1,461	71.3	99.95
Ancient History	8,335	89.2	99.95
Biology	18,522	94.4	99.95
Business Studies	18,033	90.9	99.95
Chemistry	11,375	97.5	99.95
Dance	967	83.9	99.35
Design and Technology	3,382	84.2	99.30
Drama	4,345	85.9	99.95
Earth and Environmental Science	1,625	88.9	99.90
English Standard	31,052	90.1	99.40
English Advanced	26,302	98.7	99.95
English Extension 1	4,078	99.6	99.95
English Extension 2	1,528	99.6	99.95
EALD	2,329	92.8	99.95
Food Technology	3,188	77.6	99.50
Information Processes and Technology	2,736	83.2	99.95
Legal Studies	10,511	93.4	99.95
Mathematics General 2	31,397	88.5	99.65
Mathematics	18,578	91.1	99.95
Mathematics Extension 1	9,405	95.6	99.95
Mathematics Extension 2	3,227	98.7	99.95
Modern History	11,271	91.4	99.95
Music 1	4,549	82.1	99.70
PDHPE	16,206	89.3	99.95
Physics	9,643	97.7	99.95
Society and Culture	4,622	89.9	99.85
Software Design and Development	1,789	89.5	99.95
Visual Arts	8,902	83.4	99.90
Japanese Continuers	706	93.2	99.95
Construction Exam	1,555	65.9	95.40
Hospitality Exam	5,013	83.9	98.75
Primary Industries Exam	590	62.2	91.30

IF I DECIDE TO DROP A COURSE AT THE END OF YEAR 11, WHAT SHOULD I CONSIDER?

The most important thing to remember is whether you will still be eligible for an ATAR if you drop any courses. Remember that in order to be eligible for an ATAR, students must satisfactorily complete at least 10 units of ATAR courses in Year 12.

DOES THE SCHOOL I ATTEND MATTER?

No. The school attended does not feature in the ATAR calculation. The ATAR calculation is based only on marks provided by the Board; no other information is used.

DOES MY POSTCODE MATTER?

No.

CAN I ACCELERATE MY HSC STUDIES?

Yes, you can start a Year 11 course while in Year 10. The advantages of this can be studying fewer courses in Year 12 meaning you can focus more on those units, and having extra units from which to draw your best 10 for inclusion in your ATAR calculation.

DO I GET A BETTER ATAR IF I STUDY MORE UNITS?

This is a common question. While the data show that students who study more units tend to gain higher ATARs, that is not necessarily the reason why. The relationship between number of units studied and ATAR might result from personal attributes including interest, motivation, effort and time management. You cannot assume that simply by studying more units your ATAR will be increased.

IF I'M ELIGIBLE TO GET BONUS POINTS, DOES MY ATAR CHANGE?

No. If universities allocate bonus points they are not added to your ATAR.

Bonus points are not ATAR points, they are just that – bonus points. Bonus points don't change your ATAR; bonus points change your selection rank for a particular preference or course.

IF BONUS POINTS DON'T INCREASE MY ATAR, THEN HOW DO THEY WORK?

Universities allocate bonus points for different circumstances. Examples include students with strong performance in HSC subjects, students who live or attend school in an area defined by the university and students who have applied for consideration through Educational Access Schemes.

For most Year 12 applicants, your selection rank for university entrance is your ATAR. However, if universities allocate bonus points to you for a particular preference, then your selection rank for that preference ATAR + bonus points. As the bonus points schemes for each university, and often for each course at the same university, are different then your selection rank can be different for each course you list in your course preferences.

HOW CAN I FIND OUT MORE?

There's a lot more information about the ATAR on UAC's website at: www.uac.edu.au/undergraduate/atar/

Office hours: 8.30am - 4.30pm Monday to Friday (Sydney time)

Telephone: +61 2 9752 0200

Website: www.uac.edu.au

Facebook: www.facebook.com.au/universitiesadmissionscentre

SECTION 2 CHOOSING SUBJECTS

WHY SUBJECT CHOICE IS IMPORTANT TO YOU.

A. For all Students:

1. Provided that you meet NESA requirements, do subjects which you like, are good at, and are interested in. This will motivate you to work harder. There is no point in doing a subject at which you are poor, simply because it is a prerequisite for a course. If you cannot cope at school you probably will not cope with a similar course at a tertiary level. It may be advisable for you to rethink your career goals.
2. Maximise the number of units you do in subjects in which you are competent, but listen to your teachers' advice on your level of capability.

For example, if you are an excellent Maths student and your Maths teacher has told you that you are capable of handling Extension Maths, then GO FOR IT!

Have confidence in yourself!

However, if you go against the advice of your teachers and take courses, which exceed your capability, then you may suffer badly in terms of morale, workload and results. TAKE THE ADVICE OF THE EXPERTS – YOUR TEACHERS!

By following this advice you are more likely to maximize your HSC marks and ATAR.

B. For students who wish to enter the workforce immediately after leaving school:

The subjects you choose in the Senior School may determine the career direction you take, so select subjects that may help you with your preferred career choice or which you are interested in. Give yourself the widest possible range of options.

C. For students who wish to do Tertiary Studies after they leave school, i.e. at a University or TAFE:

Some school subjects are often recommended for studying certain tertiary courses. These subjects are called “**assumed knowledge**” subjects. You may find tertiary courses very difficult if you don't have this subject knowledge.

Some school subjects may be compulsory for studying certain tertiary courses. These are called “**prerequisite**” subjects. Check with your Careers Adviser.

All courses at University use the **ATAR** to rank students for selection into courses. This is calculated for each student by totalling the best 10 scaled units of Board course results from your Higher School Certificate. It is important to try to get as high a rank as you can so that you have many course options from which to choose.

YOU CANNOT make any assumption that any subject you choose may be scaled up or down.

Your scaled mark relates to your performance in the course and candidature, not the name of the course. If you are poor at the subject and perform badly, you will not be advantaged by the scaling procedure. You are better off taking other subjects in which you are likely to gain higher marks.

HELP WITH SUBJECT CHOICES?

Your subject teachers

They can advise you on the levels of which you are capable, on course content and on course requirements, in terms of exams, assessments and practical work.

Deputy Principal

The Deputy Principal can advise you on the subject patterns you must take in order to satisfy NESA requirements for both the Preliminary Course and the Higher School Certificate Course.

Head Teacher Senior Studies

The Head Teacher Senior Studies can provide guidance on the academic demands of your pattern of study and help you to develop strategies and plans to achieve your goals.

Careers Adviser

The Careers Adviser can help you obtain information on requirements for tertiary study and on the relationship of your school study with employment, and can give general assistance with your decision-making.

Year Adviser

The Year Adviser can provide encouragement, OVERALL support and direction.

School Counsellor

The School Counsellor can help you with any matters related to study, or any personal problems.

Your Parents

They can assist you by supporting you positively and by listening to you. If your parents need more information, ask them to contact the school and arrange an appointment with the relevant teacher, Year Adviser, Counsellor or Careers Adviser.

WHAT RESEARCH DO I NEED TO DO?

1. Discuss subject content and requirements with current senior teachers and senior students.
2. Investigate career and employment opportunities, appropriate training courses at University and TAFE levels.
3. Find out about private courses and “on-the-job” training. To do this you can use your school Careers Reference Centre, or ring up and visit tertiary training providers, and attend the CAREERS Expo, University and TAFE open days.
4. Go to the school website School to Work/SUBJECT SELECTION
 - Look at the Careers Bullseyes
 - The UAC year 10 booklet
5. Talk to employers, students and tertiary personnel.

THE MORE YOU RESEARCH THE MORE INFORMED YOU WILL BE!

Finally.....

Good luck with your decisions!!

Students who put lots of time, thought and effort into their research and decisions are usually the winners!

BOARD DEVELOPED COURSES (CATEGORY A)

AGRICULTURE

Course: Agriculture	Course No: 15010
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course. The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> • Overview (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) HSC Course Core (80%) <ul style="list-style-type: none"> • Plant/Animal Production (50%) • Farm Product Study (30%) 	
Elective (20%) <p>Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> • Agri-food, Fibre and Fuel Technologies • Climate Challenge • Farming for the 21st Century 	
Particular Course Requirements <p>Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.</p>	
Elective Fee: \$50	

ANCIENT HISTORY

Course: HSC Ancient History	Course No: 15020
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary Course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and development of the ancient world.</p> <p>The HSC course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none">• Investigating Ancient History (60%)<ul style="list-style-type: none">• The Nature of Ancient History (at least ONE option)• Case Studies (at least TWO—one from Egypt, Greece, Rome or Celtic Europe AND one from Near East, Asia, the Americas or Australia)• Features of Ancient Societies (20%)• Historical Investigation (20%) <p>HSC Course</p> <ul style="list-style-type: none">• Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%)• Ancient Societies (25%)• Personalities in their Times (25%)• Historical Periods (25%)	

BIOLOGY

Course: Biology	Course No: 15030
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>Biology is the study of living organisms, life processes and interactions between organisms and their environment.</p> <p>During the Preliminary and HSC Biology course students will:</p> <ul style="list-style-type: none"> • Develop skills in applying the processes of working scientifically • Develop knowledge and understanding of the Earth's biodiversity and the effect of evolution • Develop knowledge and understanding of heredity and genetic technology • Develop knowledge and understanding of the effects of disease and disorders 	
Topics Covered Preliminary Course Working scientifically skills year 11 Core Modules <ol style="list-style-type: none"> 1. Cells as the basis of life 2. Organisation of living things 3. Biological diversity 4. Ecosystem Dynamics 	HSC Course Working scientifically skills year 12 Core Modules <ol style="list-style-type: none"> 1. Heredity 2. Genetic change 3. Infectious disease 4. Non-infectious disease and disorders
Particular Course Requirements <p>Each module specifies content which provides opportunities for students to achieve the working scientifically outcomes. The modules in Preliminary and HSC Biology provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in the working scientifically skills modules.</p> <p>The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	
Elective Fee: \$15	

BUSINESS STUDIES

Course: Business Studies	Course No: 15040
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
Preliminary Course <ul style="list-style-type: none">• Nature of business (20%) – the role and nature of business• Business management (40%) – the nature and responsibilities of management• Business planning (40%) – establishing and planning a small to medium enterprise HSC Course <ul style="list-style-type: none">• Operations (25%) – strategies for effective operations management• Marketing (25%) – development and implementation of successful marketing strategies• Finance (25%) – financial information in the planning and management of business• Human resources (25%) – human resource management and business performance	

CHEMISTRY

Course: Chemistry	Course No: 15050
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.</p> <p>During the Preliminary and HSC Chemistry course students will:</p> <ul style="list-style-type: none"> • Develop skills in applying the processes of working scientifically • Develop knowledge and understanding of the fundamentals of chemistry • Develop knowledge and understanding of the trends and driving forces in chemical interactions • Develop knowledge and understanding of equilibrium and acid reactions in chemistry • Develop knowledge and understanding of the applications of chemistry 	
<p>Topics Covered</p> <p>Preliminary Course Working scientifically skills Year 11</p> <p>Core Modules</p> <ol style="list-style-type: none"> 1. Properties and structure of matter 2. Introduction to quantitative chemistry 3. Reactive chemistry 4. Drivers of reactions 	<p>HSC Course Working scientifically skills Year 12</p> <p>Core Modules</p> <ol style="list-style-type: none"> 1. Equilibrium and acid reactions 2. Acid/Base reactions 3. Organic chemistry 4. Applying chemical ideas
<p>Particular Course Requirements</p> <p>Each module specifies content which provides opportunities for students to achieve the working scientifically outcomes. The modules in Preliminary and HSC Chemistry provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in the working scientifically skills modules.</p> <p>Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	
Elective Fee: \$15	

DANCE

Course: Dance	Course No: 15070
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject
Course Description 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.	
Main Topics Covered Preliminary Course Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are: <ul style="list-style-type: none">• Performance (40%)• Composition (20%)• Appreciation (20%)• 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. <ul style="list-style-type: none">• Core (60%): Performance 20%, Composition 20%, Appreciation 20%• Major Study (40%): Performance or Composition or Appreciation or Dance and Technology	
Particular Course Requirements The interrelation of the course components is a major feature in the study of dance as an art form and is emphasized throughout both courses. The published Course Prescriptions, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.	
Elective Fee: \$20	

DESIGN AND TECHNOLOGY

Course: Design and Technology	Course No: 15080
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take on a variety of different forms.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realization of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system, or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>	
Main Topics Covered <p>Preliminary Course</p> <p>Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.</p> <p>HSC Course</p> <p>Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas:</p> <ol style="list-style-type: none">1. Project proposal and project management2. Project development and realization3. Project evaluation	
Particular Course Requirements <p>In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in</p>	

DESIGN AND TECHNOLOGY (CONTINUED)

Particular Course Requirements (Continued)

designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesized and applied. This culminates in the development and realization of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Elective Fee: \$60

DRAMA

Course: Drama	Course No: 15090
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<p>Course Description</p> <p>Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>Preliminary Course</p> <p>Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>HSC Course</p> <p>Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p> <p>The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>Improvisation, Play Building, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles</p> <p>HSC Course</p> <p>Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project</p>	
<p>Particular Course Requirements</p> <p>The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p>	
Elective Fee : \$20	

EARTH AND ENVIRONMENTAL SCIENCE

Course: Earth and Environmental Science	Course No: 15100
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>Earth and Environmental Science is the study of the planet Earth, its processes and its environment.</p> <p>During the Preliminary and HSC Earth and Environmental Science course students will:</p> <ul style="list-style-type: none"> • Develop skills in applying the processes of working scientifically • Develop knowledge and understanding of the Earth's systems • Develop knowledge and understanding of the Earth's processes and human impacts • Develop knowledge and understanding of the evolving Earth • Develop knowledge and understanding of the impacts of living on the Earth 	
Topics Covered Preliminary Course Working scientifically skills Year 11 Core Modules <ol style="list-style-type: none"> 1. Earth's resources 2. Plate tectonics 3. Energy transformations 4. Human Impacts 	HSC Course Working scientifically skills Year 12 Core Modules <ol style="list-style-type: none"> 1. Earth's processes 2. Hazards 3. Climate science 4. Resource management
Particular Course Requirements <p>The Preliminary course includes field experience in the identification of landforms, rocks and soil types, as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p> <p>Each module specifies content which provides opportunities for students to achieve the working scientifically outcomes. The modules in the Preliminary and HSC Earth and Environmental Science provide the skills content that must be addressed within and across each course.</p>	
Elective Fee: \$15	

ENGLISH (ADVANCED)

Course: English (Advanced)	Course No: 15140
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Standard); English Studies; English (EAL/D)
Course Description <i>English Advanced</i> is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.	
Main Topics Covered Year 11 Course <ul style="list-style-type: none">The course has two sections:<ul style="list-style-type: none">The common module “Reading to Write” is studied in both the Standard and Advanced courses. Students explore texts and develop skills in synthesis, evaluation and critical thinking.There are two Advanced English modules, they are: “Narratives That Shape Our World” and “Critical Study of Literature”. Year 12 HSC Course <ul style="list-style-type: none">The course has two sections:<ul style="list-style-type: none">The HSC Common Content consists of one module common to both the I-ISC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. The common module is called “Texts and Human Experiences”.There are three Advanced English modules, they are: “Textual Conversations”, “Critical Study of Literature” and “The Craft of Writing”.	
Particular Course Requirements In the <i>Year 11 English (Advanced)</i> Course students are required to: <ul style="list-style-type: none">explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia textsundertake wide reading programs involving texts and textual forms composed in and for a variety of contextsintegrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate <i>HSC English (Advanced)</i> Course requires the close study of: <ul style="list-style-type: none">At least four prescribed texts, one of which must be Shakespearean drama. The three other prescribed text are drawn from the following text types: prose fiction; drama or poetry; nonfiction or film or multimedia textsa wide range of additional related texts and textual forms.	

ENGLISH (STANDARD)

Course: English (Standard)	Course No: 15130
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Advanced); English (EAL/D); English (Extension)
Course Description <i>English Standard</i> is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.	
Main Topics Covered <i>Year 11 Course</i> <ul style="list-style-type: none"> The course has two sections: <ul style="list-style-type: none"> The common module “Reading to Write” is studied in both the Standard and Advanced courses. Students explore texts and develop skills in synthesis, evaluation and critical thinking. And two Standard modules, they are: “Contemporary Possibilities” and “Close Study of Literature”. <i>Year 12 HSC Course</i> <ul style="list-style-type: none"> The course has two sections: <ul style="list-style-type: none"> The HSC Common Content consists of one module common to both the I-ISC Standard and the HSC Advanced courses, where students analyse and explore texts and apply skills in synthesis. The common module is called “Texts and Human Experiences”. Three Standard Modules, they are: “Language, Identity, and Culture”, “Close Study of Literature” and “The Craft of Writing”. 	
Particular Course Requirements <i>Year 11 English (Standard) Course</i> students are required to: <ul style="list-style-type: none"> study Australian and other texts explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts integrate the modes of multimodal, reading, writing, listening, speaking, and viewing and representing as appropriate engage in the integrated study of language and text. <i>Year 12 HSC English (Standard) Course</i> requires the close study of: <ul style="list-style-type: none"> at least three types of prescribed text, one drawn from each of the following text types: prose fiction; drama or poetry; film or media or nonfiction texts, and a wide range of additional related texts and textual forms. 	

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Course: English as an Additional Language or Dialect	Course No: 15150
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Standard); English (Advanced); English (Extension)
Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus.	
<p>Course Description</p> <p><i>English EAL/D</i> is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.</p>	
<p>Main Topics Covered</p> <p><i>Year 11 Course:</i></p> <ul style="list-style-type: none"> Students will study four modules, they are: “Language and Texts in Context”, “Close Study of Text” and “Text and Society” <p><i>Year 12 HSC Course:</i></p> <ul style="list-style-type: none"> Students will study four modules, they are: “Texts and Human Experiences”, “Language, Identity and Culture”, “Close Study of Text” and “Focus on Writing”. 	
<p>Particular Course Requirements</p> <p>In the <i>Preliminary English (EAL/D) Course</i> students are required to:</p> <ul style="list-style-type: none"> study Australian and other texts <ul style="list-style-type: none"> explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate engage in the integrated study of language and text. <p>In the <i>HSC English (EAL/D) Course</i> students are required to study:</p> <ul style="list-style-type: none"> at least three types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction; film or media or multimedia texts a wide range of additional related texts and textual forms. 	

ENGLISH EXTENSION 1

Courses: Preliminary English Extension 1 Course—1 unit of study for each Preliminary and HSC Board Developed Course	Course No: 15160
Prerequisites: English Advanced	Exclusions: English (Standard); EAL/D
Course Description <p><i>English Extension</i> is designed for students undertaking <i>English Advanced</i> who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.</p> <p>In HSC English Extension 1 Course, students explore ideas of value and consider how cultural values and systems of valuation arise.</p> <p>In HSC English Extension 2 Course students develop a sustained composition, and documents their reflection on this process.</p>	
Main Topics Covered <p>Preliminary English Extension 1 Course The course has two mandatory sections: Module: Texts, Culture and Value and a “Related Research Project”.</p> <p>HSC English Extension 1 Course The course has two sections. Common Module “Literary Worlds” and one elective module.</p> <p>HSC English Extension 2 Course This course requires student to complete a major work.</p>	
Particular Course Requirements <p>Preliminary English Extension 1 Course students are required to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.</p> <p>HSC English Extension 1 Course requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2019–2023 Electives and Prescribed Texts).</p> <p>HSC English Extension 2 Course require completion of a Major Work and a statement of reflection.</p>	

ENGLISH STUDIES

Course: English Studies		Course No: 30105
Board Developed Course (Category B) 2 units for Preliminary and 2 units for HSC years (optional HSC Exam)		Exclusions: English (Standard); English (Advanced); English (EAL/D); English (Extension)
<p>Course Description</p> <p>This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) Course and who intend to proceed from school directly into employment or vocational training. Students considering choosing this course should be advised that:</p> <ul style="list-style-type: none"> • <i>English Studies</i> is a Stage 6 Board Developed Course with an optional HSC Examination • Satisfactory completion of <i>English Studies</i> will fulfil English pattern-of-study requirements for the Higher School Certificate. <i>English Studies</i> will also count toward the six units of Board developed Courses required for the award of the Higher School Certificate • Students who complete the course may be eligible for the calculation of an ATAR, if they sit for the optional HSC Exam and have a further 8 units of “category A” courses in their pattern of study. 		
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • The module ‘Achieving through English-English and the worlds of education, careers and the community’ is mandatory • Students will study a total of 3-5 modules (including the mandatory module) <p>HSC Course</p> <ul style="list-style-type: none"> • The module “We are Australians - English in citizenship, community and cultural identity’ is mandatory • Students will study a total of 3-5 different modules (including the mandatory module) <p>The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.</p>		
<p>Particular Course Requirements</p> <p>In each of the PRELIMINARY and HSC course students are required to:</p> <ul style="list-style-type: none"> • Read. View, listen to and compose a wide range of texts, including print texts and multi-modal texts • Undertake study of at least one substantial print text and at least one substantial multi-modal text • Be involved in planning, research and presentation activities as part of one individual and/or one collaborative project • Engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions • Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year. 		

INFORMATION PROCESSES AND TECHNOLOGY

Course: Information Processes and Technology	Course No: 15210
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Computing Applications CEC
Course Description <p>Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.</p>	
Main Topics Covered Preliminary Course <ul style="list-style-type: none">• Introduction to Information Skills and Systems (20%)• Tools for Information Processes (50%)• Developing Information Systems (30%) HSC Course <ul style="list-style-type: none">• Project Management (20%)• Information Systems and Databases (20%)• Communication Systems (20%)• Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.	
Particular Course Requirements <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.</p> <p>The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.</p>	
Elective Fee: \$40	

JAPANESE CONTINUERS

Course: Japanese Continuers	Course No: 15830
2 units for each of Preliminary and HSC Board Developed Course Prerequisites: RoSA Japanese or equivalent knowledge is assumed.	Exclusions: Japanese Beginners; Heritage Japanese; Japanese Background Speakers Strict eligibility rules apply to the study of this subject Check with your teacher or refer to Section 8.2.2.2 of the Board's <i>ACE Manual</i>
Course Description <p>The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>	
Prescribed Themes <p>The individual</p> <p>The Japanese-speaking communities</p> <p>The Changing World</p> <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of Japanese-speaking communities through texts 	Mandatory Topics <p>Personal world</p> <p>Daily life</p> <p>Leisure</p> <p>Future plans</p> <p>Travelling in Japan</p> <p>Living in Japan</p> <p>Cultural Life</p> <p>The World of Work</p> <p>Current Issues</p>
Particular Course Requirements <p>Nil</p>	

LEGAL STUDIES

Course: Legal Studies	Course No: 15220
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Part I – The Legal System (40% of course time) • Part II – The Individual and the Law (30% of course time) • Part III – The Law in Practice (30% of course time) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <p>HSC Course</p> <ul style="list-style-type: none"> • Core Part I: Crime (30% of course time) • Core Part II: Human Rights (20% of course time) • Part III: Two options (50% of course time) <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
<p>Particular Course Requirements</p> <p>No special requirements</p>	

MATHEMATICS

Course: Mathematics	Course No: 15240
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Mathematics Standard
<p>Prerequisites</p> <p>For students who intend to study the Mathematics course, it is necessary that they have success in the study of <i>Real Numbers</i>, <i>Algebraic Techniques</i>, <i>Trigonometry</i> and <i>Data</i> from Stage 5.3 of <i>Mathematics Years 7–10 Syllabus</i>, if not all of the content.</p> <p>5.2 students would need to undertake at least 4 units of extra work in Year 10 to complete the gap between 5.2 and 5.3 for success.</p>	
<p>Course Description</p> <p>The course is intended to give students who have demonstrated competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. This is a calculus based course giving students skills and competence in graphing and associated applications. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should also undertake the Mathematics Extension 1 course</p>	
<p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Exponential and Logarithmic Functions • Statistical Analysis 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Financial Mathematics • Statistical Analysis

MATHEMATICS STANDARD

Course: Preliminary Mathematics, HSC Mathematics Standard 2	Course No: 15235
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Standard Mathematics.
<p>Prerequisites</p> <p>For students who intend to study the Standard 2 Mathematics course, it is recommended Stage 5.2 level <i>Mathematics Years 7–10 Syllabus</i>, particularly with skills in the <i>Patterns and Algebra</i> and <i>Trigonometry</i>, if not all of the content.</p>	
<p>Course Description</p> <p>Standard Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.</p> <p>The course is fully prescribed, and is designed to support TAFE and other vocational courses. It 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 university study in the areas of business, humanities, nursing, early childhood and primary education and paramedical sciences.</p>	
<p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis • Networks

MATHEMATICS EXTENSION 1

Course: Mathematics Extension 1	Course No: 15250
1 unit in each of Preliminary and HSC Board Developed Course	Exclusions: Mathematics Standard
Prerequisites For students who intend to study the Mathematics Extension 1 course, it is recommended that they have seen some of the Stage 5.3 optional topics including <i>Polynomials, Functions & Other Graphs and Logarithms</i> , and of <i>Mathematics Years 7–10 Syllabus</i> .	
Course Description The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5.3 Mathematics and are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, engineering and statistics. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course. Advice will be given and invitations issued to students showing the ability and passion for this course.	
Main Topics Covered Year 11 Mathematics Extension 1 Course <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Combinatorics 	Year 12 Mathematics Extension 1 Course <ul style="list-style-type: none"> • Proof • Vectors • Trigonometric Functions • Calculus • Statistical Analysis

MODERN HISTORY

Course: HSC Modern History	Course No: 15270
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.</p> <p>The HSC course is structured to provide students with opportunities to apply the understanding of sources and relevant historiographical issues in the investigation of the modern world</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Investigating Modern History (50%) The Nature of Modern Case Studies (at least TWO—one from Europe, North America or Australia AND at least one from Asia, the Pacific, Africa, the Middle East or Central/South America). • Historical Investigation (20%) • The Shaping of the Modern World (30%) <p>HSC Course</p> <ul style="list-style-type: none"> • Core Study: Power and Authority in the Modern World [1919-1946] (25%) • National Studies (25%) • Peace and Conflict (25%) • Change in the Modern World (25%) 	

Music 1

Course: Music 1	Course No: 15290
2 units for each of Preliminary and HSC Board Developed Course	Exclusions Music 2
Course Description In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.	
Main Topics Covered Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.	
Particular Course Requirements HSC course In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.	
Elective Fees: \$45	

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course: Personal Development, Health and Physical Education	Course No: 15320
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>	
<p>Preliminary Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> Better Health for Individuals The Body in Motion <p>Optional Component (40%)</p> <ul style="list-style-type: none"> Students select two of the following options: First Aid Composition and Performance Fitness Choices Outdoor Recreation 	<p>HSC Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> Health Priorities in Australia Factors Affecting Performance <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> The Health of Young People Sport and Physical Activity in Australian Society Sports Medicine Improving Performance Equity and Health
<p>Particular Course Requirements</p> <p>In addition to core studies, students select two options in each of the Preliminary and HSC courses.</p> <p>Students will be required to complete a First Aid course delivered by an external provider at an approximate cost of \$80</p>	

PHYSICS

Course: Physics	Course No: 15330
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.</p> <p>During the Preliminary and HSC Physics course students will:</p> <ul style="list-style-type: none"> • Develop skills in applying the processes of working scientifically • Develop knowledge and understanding of fundamental mechanics • Develop knowledge and understanding of energy • 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. 	
Topics Covered: Preliminary Course Working scientifically skills—Year 11 Core Modules <ol style="list-style-type: none"> 1. Kinematics 2. Dynamics 3. Waves and Thermodynamics 4. Electricity and Magnetism 	HSC Course Working scientifically skills—Year 12 Core Modules <ol style="list-style-type: none"> 1. Advanced Mechanics 2. Electromagnetism 3. The Nature of Light 4. From the Universe to the Atom
Particular Course Requirements <p>Each module specifies content which provides opportunities for students to achieve the working scientifically outcomes. The modules in Preliminary and HSC Physics provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in the working scientifically skills modules.</p> <p>Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	
Elective Fees: \$15	

SOCIETY AND CULTURE

Course: Society and Culture	Course No: 15350
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> • The Social and Cultural World – the interaction between aspects of society and cultures • Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings. • Intercultural Communication – how people in different cultures interact and communicate. <p>HSC Course</p> <p>Core</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change (30%)– the nature, continuity and change, research and study of a selected country • The Personal Interest Project (30%) - an individual research project. <p>Depth Studies</p> <p>Two to be chosen from:</p> <ul style="list-style-type: none"> • Popular Culture (20%) - the interconnection between individuals and popular culture • Belief Systems and Ideologies (20%) - the relationship of belief systems and ideologies to culture and society • Social Interaction and Exclusion (20%) - the nature of social inclusions and exclusion and the implications for individuals and groups in societies and cultures. • Social conformity and Nonconformity (20%)- the formation of and influence on, attitudes and behaviours of groups and their members, including factors influencing conformity and the role and responses to nonconformity 	
<p>Particular Course Requirements</p> <p>Completion of Personal Interest Project (40% Of HSC mark).</p>	

SOFTWARE DESIGN AND DEVELOPMENT

Course: Software Design and Development	Course No: 15360
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Computing Applications CEC
Course Description <p>The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.</p> <p>The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.</p>	
Preliminary Course Concepts and Issues in the Design and Development of Software (30%) <ul style="list-style-type: none"> • Social and ethical issues • Hardware and software • Software development approaches • Introduction to Software Development (50%) <ul style="list-style-type: none"> • Defining and understanding the problem • Planning and designing software solutions • Implementing software solutions • Testing and evaluating software solutions • Maintaining software solutions. Developing software solutions (20%)	HSC Course Development and Impact of Software Solution(15%) <ul style="list-style-type: none"> • Social and ethical issues • Application of software development approaches Software Development Cycle (40%) <ul style="list-style-type: none"> • Defining and understanding the problem • Planning and design of software solutions • Implementing software solutions • Testing and evaluating software solutions • Maintaining software solutions Developing a Solution Package (25%) Options (20%) Study one of the following options: <ul style="list-style-type: none"> • Programming paradigms or <ul style="list-style-type: none"> • The interrelationship between software and hardware
Particular Course Requirements <p>There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.</p> <p>It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.</p>	
Elective Fees: \$40	

VISUAL ARTS

Course: Visual Arts	Course No: 15400
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
Course Description Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.	
Preliminary Course learning opportunities focus on: <ul style="list-style-type: none"> the nature of practice in artmaking, art criticism and art history through different investigations the role and function of artists, artworks, the world and audiences in the artworld the different ways the visual arts may be interpreted and how students might develop their own informed points of view how students may develop meaning and focus and interest in their work building understandings over time through various investigations and working in different forms. 	
HSC Course learning opportunities focus on: <ul style="list-style-type: none"> how students may develop their practice in artmaking, art criticism, and art history how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations how students may further develop meaning and focus in their work. 	
Particular Course Requirements Preliminary Course: Artworks in at least two expressive forms and use of a process diary a broad investigation of ideas in art making, art criticism and art history. HSC Course: development of a body of work and use of a process diary a minimum of five Case Studies (4–10 hours each) deeper and more complex investigations in art making, art criticism and art history.	
Elective Fees: \$75	

VOCATIONAL
EDUCATION
&
TRAINING
(VET) COURSES

(CATEGORY B)

VOCATIONAL EDUCATION AND TRAINING PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific **mandatory work placement** or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations and therefore do not count in the calculations of the ATAR. Some Board Endorsed VET Courses have mandatory industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

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

Hospitality – Kitchen Operations Course Descriptor 2020



**Education
Public Schools**

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIT 20416 Certificate II in Kitchen Operations

The information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage

Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIT 20416 Certificate II in Kitchen Operations is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
SIT 20416 Certificate II in Kitchen Operations		Units of Competency	
8 Core BSBWOR203 Work effectively with others SITXWHS001 Participate in safe work practices 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		5 Electives SITHIND002 Source and use information on the hospitality industry SITXFSA002 Participate in safe food handling practices SITHCCC003 Prepare and present sandwiches SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads <u>Additional units required to attain an HSC credential in this course</u> BSBSUS201 Participate in environmentally sustainable work practices	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
Supporting and working with colleagues to meet goals and working in a team		Preparing menus, managing resources, preparing, cooking food and menus items	
Examples of occupations in the Hospitality Industry			
Breakfast cook	Fast food cook	Takeaway food cook	
Catering assistant	Sandwich hand	Trainee chef	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in SIT 20416 Certificate II in Kitchen Operations, students should be interested in working in a hospitality environment preparing and plating food to customers. They should be able to lift and carry equipment and use hand held and larger commercial kitchen equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units. Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$150 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship and apprenticeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			



Course: Primary Industries (240 indicative hours) Board Developed Course Number: 26811		2 or 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The AHC20116 Certificate II in Agriculture is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the AHC Agriculture, Horticulture and Conservation and Land Management (Release 2.0) Training Package (https://training.gov.au/Training/Details/AHC). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
AHC20116 Certificate II in Agriculture		Units of Competency	
<u>3 Core</u> AHCWRK209 Participate in environmentally sustainable work practices (HSC Mandatory) AHCWHS201 Participate in work health and safety processes (HSC Mandatory) AHCWRK204 Work effectively in the industry (HSC Mandatory)		AHCWRK205 Participate in workplace communications (Group A) AHCPMG201 Treat weeds (Group A) AHCLSK204 Carry out regular livestock observation (Group A) AHCLSK205 Handle livestock using basic techniques (Group A) AHCLSK209 Monitor water supplies(Group A) AHCSOL202 Assist with soil or growing media sampling and testing (GroupB) AHCNSY202 Care for nursery plants AHCBSO201 Inspect and clean machinery for plant, animal and soil Material (Group A)	
<u>15 Electives</u> AHCHM201 Apply chemicals under supervision (Group A)(HSC Mandatory) AHCWRK201 Observe and report on weather (Group A) (HSC Mandatory) AHCLSK202 Care for health and welfare of livestock (Group A) (Stream Exam) AHCMOM202 Operate tractors (Group A) AHCINF202 Install, maintain and repair farm fencing (Group A)		AHCLSK211 Provide feed for livestock AHCLSK206 Identify and mark livestock (Animal options) AHCNSY201 Pot up plants AHCNSY203 Undertake propagation activities (Plant options)	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the agriculture industry involves:			
The qualification enables individuals to select a livestock production, cropping or livestock context as a job focus or, in the case of mixed farming enterprises, both cropping and livestock.			
Examples of occupations in the Agriculture industry			
Farm or station assistant	Assistant Farm or station worker	Assistant Farm or station laborer	
Mandatory course requirements to attain an HSC credential in this course Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in AHC20116 Certificate II in Agriculture, students should be interested in working in a agriculture environment. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities, and assignments.			
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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$50 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

**VOCATIONAL
EDUCATION
&
TRAINING
(VET) COURSES**

**BOARD ENDORSED
NON ATAR**



Course: Sport Coaching (240 indicative hours) Board Endorsed Course Number: 50402		Total of 4 units of credit – Preliminary and/or HSC
The SIS20513 Certificate II in Sport Coaching is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.		
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIS10 Sport, Fitness and Recreation Training Package (Release 3.1) (https://training.gov.au/Training/Details/SIS10). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.		
SIS20513 Certificate II in Sport Coaching		Units of Competency
<u>8 Core (Attempt All Units)</u> BSBWOR202A Organise and complete daily work activities HLTAID003 Provide first aid (to be delivered by an external RTO) SISSSCO101 Develop and update knowledge of coaching practices SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills SISSSDE201 Communicate effectively with others in a sport environment SISXCAI102A Assist in preparing and conducting sport and recreation sessions		SISXIND211 Develop and update sport, fitness and recreation industry knowledge SISXWHS101 Follow work health and safety policies <u>5 Electives (Attempt All Units)</u> SISSSPT201A Implement sports injury prevention SISXCAI101A Provide equipment for activities ICPDMT263 Access and use the Internet SISSSPT303A Conduct basic warm-up and cool-down programs SISSSOF101 Develop and update officiating knowledge
<u>Specialisation (Choose ONE specialisation group ONLY)</u> Basketball SISSBSB201A Teach fundamental basketball skills SISSBSB202A Teach fundamental basketball tactics and game strategy SISSBSB205 Interpret and apply the rules of basketball Athletics SISSATH201A Teach the fundamental skills of athletics SISSSOF203 Judge competitive situations		Netball SISSNTB204A Teach foundation netball skills SISSNTB203A Participate in conditioning for netball Rugby League SISSRGL204A Teach the skills of Rugby League for modified games SISSRGL203A Participate in conditioning for Rugby League
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.		
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the sport industry involves:		
assisting coaching sport application of sports and competition rules		teaching basic sports skills organising and completing daily tasks
Examples of occupations in the Sport Industry		
sports trainer or coach sports official	athletic support worker administration officer	community coach
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 35 hours work placement over two years to practise and extend their learning.		
Admission Requirements To enrol in SIS20513 Certificate II in Sport Coaching, students will be required to work in teams and perform under supervision or independently in a sporting environment or school. Students must be aware that they will need to have the physical ability to participate in the practical skills required for the course, and play a variety of sports and be able to demonstrate sports skills to junior players. These are inherent skill requirements for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.		
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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.		
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.		
Course consumables: Approximately \$80 for mandatory First Aid Course, delivered by an external provider Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>		
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.		
Exclusions: VET course exclusions can be confirmed with the school.		

Content Endorsed Courses

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Course: Photography, Video and Digital Imaging

Content Endorsed Course
2 units for Preliminary and 2 units for HSC course

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

Course Description

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered

Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging.

Modules may include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Elective Fees: \$80