

Senior Studies Handbook

Information Booklet for Year 10 Students and Parents

DULWICH HIGH SCHOOL OF VISUAL ARTS AND DESIGN



Dulwich High School
of Visual Arts & Design

2018-2019

Contents

Message to Students	5
PART I: Studying the HSC	6
Choosing Subjects and a Pattern of Study	7
Getting Information and Advice	8
UAC's Top 10 Tips	9
Requirements for the Award of the HSC	10
Types of HSC Courses	11
Board Developed Courses	11
Board Endorsed Courses	11
Assessment and Reporting	12
Satisfactory Completion of the HSC	12
Some HSC Options to Consider	13
HSC Pathways	13
Repeating the HSC	13
Saturday School of Community Languages	13
Distance Education/Open High School/OTEN	13
Vocational Education and Training (VET)	14
Industry Curriculum Framework Courses	14
Work Placement	14
Recognition of Prior Learning (RPL)	15
Assessment	15
TVET Courses (Studied at TAFE)	16
HSC/TAFE Credit Transfer/Recognition of Prior Learning	16
School-based Traineeships/Apprenticeships	17
Students with Special Needs	17
Australian Tertiary Admission Rank (ATAR)	18
Special Consideration for Access to University	19
Glossary of HSC Terms	19

Contents

PART II: Course Descriptions	21
Section I—Board Developed Courses	21
Aboriginal Studies	22
Ancient History	23
Biology	24
Business Studies	25
Chemistry	26
Community and Family Studies	27
Design and Technology	28
Drama	29
Earth and Environmental Science	30
Economics	31
Engineering Studies	32
English Advanced	33
English Extension 1	34
English Standard	35
English as an Additional Language or Dialect	36
Entertainment Industry	37
Food Technology	38
Geography	39
German Beginners	40
Hospitality Food and Beverage	42
Industrial Technology	43
Japanese Beginners	44
Japanese Continuers	45
Legal Studies	46
Mathematics Standard	47
Mathematics	48

Contents

Mathematics Extension 1	49
Modern History	51
Music 1	52
Music 2	53
Personal Development, Health and Physical Education	54
Physics	55
Retail Services	56
Society and Culture	57
Studies of Religion 1	58
Studies of Religion 2	59
Textiles and Design	60
Visual Arts	61
Section II—Board Endorsed Courses	62
Ceramics	63
English Studies	64
Photography, Video and Digital Imaging	65
Sport, Lifestyle and Recreation Studies	66
Visual Design	67
Wearable Art	68
Work Studies	69
Section III—TAFE-Delivered VET Courses	70
PART III: Year 11 School Contributions	72
Other Administration and Curriculum Fees	72
Payment Options	72
Year 11 Subject Fees	73

A Message to Year 10

The HSC provides a significant opportunity for students to gain the knowledge and skills that will see them better equipped to meet the challenges of the future.

Access to a wide range of courses a variety of training programs enable students of Dulwich High School of Visual Arts and Design the opportunities to develop and follow individual pathways toward the achievement of personal goals and ambitions, and to achieve excellent educational outcomes in a safe, supportive and innovative public education environment.

This handbook provides vital information about the courses and programs available at our school. It is hoped that this booklet, and the coaching we have provided, will assist parents, carers and students in the selection of options that will result in the achievement of the best possible outcomes for the future.

Ms C. Alves,

Principal

PART I: Studying the HSC

What is the HSC and how can I use it?

The HSC is the highest school based qualification in NSW. It offers a large range of study options so as to meet the diverse needs, abilities, interests and goals of young people preparing to enter tertiary education and/or employment.

The HSC and Further Education and Training

The HSC is the main requirement for school-leaver entrance to Bachelor Degrees at most Australian public and private universities and colleges. Entrance is generally subject to the attainment of an Australian Tertiary Admission Rank (ATAR) at a competitive level—and, in some cases, meeting other criteria, e.g. course prerequisites, portfolio, interview.

It provides entry to Diploma / Associate Diploma /Certificate level courses taught by TAFE NSW and private colleges. Students can accrue Advanced Standing in many TAFE NSW courses and qualifications through credit transfer arrangements associated with the study of many HSC subjects.

Vocational Education and Training (VET) courses studied either alone or as part of a School Based Part-time Traineeship provide the opportunity for students to commence nationally recognised apprenticeship and traineeship (New Apprenticeship) qualifications whilst simultaneously gaining an HSC.

The HSC and Employment

The HSC provides a sound preparation for a diverse range of industries and occupations at various entry levels.

Vocational Education and Training (VET) courses enable students to gain knowledge, skills, experience and credit toward TAFE qualifications in a variety of industries, greatly enhancing their employment prospects within fields to which they aspire.

Students with special needs at DHSVAD have the opportunity to further develop their Individual Transition Plan, under the guidance and care of Support staff,

Choosing Subjects and a Pattern of Study

Integration teachers and others so as to further enhance the outcomes of their transition from school to employment, training and life within the community. Further information is provided on Page 17.

It is important that students considering their post-school options make their subject and unit choices wisely, based on the requirements attached to those options. Our coaching sessions should have assisted you with these decisions. Some reminders from these sessions follow.

Be guided by your:

- ◆ *Ability and aptitude* – choose subjects and levels you are capable of or those in which you have shown the potential to develop skills
- ◆ *Interest* – choose subjects you are interested in and those you want to learn about
- ◆ *University requirements* – university courses can require/assume or recommend the study of particular subjects. Check the *UAC Entry Requirements 2020 for Year 10 Students* booklet for these details.
- ◆ *Career plans* – what are your career interest areas?
 - ⇒ Do you want to go to university, TAFE or into employment after the HSC?
 - ⇒ Do you have areas of basic knowledge and skill that need further development, e.g. languages?
 - ⇒ Do you want to start an apprenticeship or traineeship while doing your HSC?
 - ⇒ Do you want to do your HSC over more than two years so that you can achieve other goals, e.g. sporting goals, or because it would better suit lifestyle needs such as independent living or part-time work?

The Selection Process

Your selections will be made online via the same process you have used to make Elective or Sport selections in the past. Ensure you retain your individual code

Getting Information and Advice

To achieve the best possible outcomes from your HSC, it is important to gain as much information as possible about the different courses and programs available and to discuss your study and career plans with people you trust. These might include the Principal/Deputy Principals, Careers Adviser, Year Adviser, Teachers and your parents/carers.

There are many sources of information to assist you in making informed choices about HSC courses and career pathways. This information is available from the Careers Adviser, via your coaching sessions and on your Google Classroom page, and is available on various websites.

Helpful Websites

- ◆ www.myfuture.edu.au – Australian Government Department of Education Science and Training (DEST) site; very useful for those wanting to determine which careers might suit your interests and skills (*used in Coaching Session #1*)
- ◆ <https://education.nsw.gov.au/senior-pathways-and-vet-programs/vet> – NSW Department of Education information about VET in schools and school to work pathways
- ◆ <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection> – NSW Education Standards Authority (NESA) – all HSC course syllabuses (except any school developed courses), HSC regulations, etc.
- ◆ <https://arc.nesa.nsw.edu.au/go/hsc/std-packs/> – NESA Assessment Resource Centre
- ◆ <https://studentonline.nesa.nsw.edu.au/> – NESA NSW Students Online; this is the portal you will use to record achievements and to access HSC results
- ◆ <http://www.uac.edu.au/undergraduate/> - Universities Admissions Centre, specifically the page allocated to undergraduate applicants and the processes for admission
- ◆ www.tafensw.edu.au – TAFE NSW's online version of the TAFE Handbook, including courses offered and their requirements. Apprenticeship and traineeship information can also be found at this link

UAC's Top 10 Tips

The following tips are from UAC's *Entry Requirements 2020 for Year 10 Students* guide. A hard copy of this guide was provided to you during Coaching Session #2 and is also available on our year group's Google Classroom page under the same heading.

These tips are worth remembering when you are making your choices. Once you have read through and considered each one, you should consult with your parents/carers, Ms Dracopoulos or Mr Spetere about any questions you have.

01 

Choose what you're good at, interested in and which will lay a foundation for your future plans.

02 

Choose HSC courses best *suited to your ability*. *Don't choose courses just because of scaling* or because you think they will give you a better ATAR.

03 

Make the link between your choice now and where you want to go after Year 12.

04 

Check if the uni you want to go to (and/or the course you want to do) has prerequisites and assumed knowledge – this booklet has all this info.

05 

If you want to get an ATAR, make sure you will be eligible.

06 

Depending on what you study, marks around 70 in the HSC could lead to an ATAR in the 50s, while marks closer to 80 could lead to an ATAR of 80. This is because most students have marks between 70 and 80 so when you are ranked that group really spreads out.

07 

If you are getting marks in the 70s *do whatever you can to get closer to 80* – it will make a big difference to your ATAR.

08 

Remember that *unis award bonus points for your performance* in particular HSC courses, and usually for Bands 4 and above.

09 

If you're not sure what level maths and English to take, *choose the level that suits your ability and future plans*. You will not necessarily get a higher ATAR just by studying a lower level course, and unis don't always give bonus points for the lower level courses, no matter how well you do. Also check prerequisites in case you need to get a certain performance band.

10 

To maximise your ATAR you have to make good choices about what to study, work to the best of your ability and work towards your goals for life after school.

Requirements for the Award of the HSC

The essential details:

To be eligible *to do* the HSC, you must have successfully achieved Stage 5 requirements. You will receive a transcript of your achievements known as a **Record of School Achievement (RoSA)** at the end of Year 10.

To be eligible *for the award* of the HSC, you must satisfactorily complete at least:

- ◆ 12 units in your Preliminary study pattern (Year 11)
- ◆ 10 units in your HSC pattern (Year 12)

NB: To be eligible to receive an ATAR, students must meet additional requirements – see Page 18 for these details.

Both Year 11 and Year 12 study patterns must include:

- ◆ At least 2 units of a Board Developed course in English (English is the only compulsory HSC subject)
- ◆ At least 6 units of Board Developed courses
- ◆ At least 4 subjects in total
- ◆ At least 3 courses of 2 units in value or greater
- ◆ A maximum of 6 units of Science courses
- ◆ Sustained effort and diligence (including attendance) in each course
- ◆ Satisfactory undertaking of the school's assessment program in each course
- ◆ Completion of sufficient Preliminary and HSC courses within 5 years of starting them

Types of HSC Courses

There are 2 main categories of HSC courses:

1. **Board Developed courses**
2. **Board Endorsed courses**

Board Developed Courses

Board Developed Courses:

- ◆ Are designed by the NSW Education Standards Authority (NESA)
- ◆ Are generally 2 unit courses which are studied over 2 years
- ◆ Can contribute to the ATAR (with the exception of English Studies and Life Skills courses)
- ◆ Are assessed via an external examination as well as school- or TAFE- based assessment

Category A and Category B:

For the purpose of the ATAR calculation, there are two categories of Board Developed Courses: **Category A** and **Category B**. The ATAR calculation will not include more than 2 units of Category B subjects.

Courses are clearly identified in Part II – Course Descriptions as being either ATAR Category A or ATAR Category B. Further guidelines on the ATAR calculation can be found on Page 18.

Board Endorsed Courses

Board Endorsed Courses:

- ◆ Are designed by NESA or endorsed (approved) by NESA
- ◆ Can be 1 or 2 unit courses studied over 1 or 2 years
- ◆ Are assessed by a school or TAFE
- ◆ Count towards the HSC but do not contribute to the ATAR

Assessment and Reporting

HSC results will be reported in two parts each worth 50% of the final HSC mark:

- ◆ A school-based assessment mark
- ◆ An external examination mark (this may include major works)

The school will provide an Assessment Booklet at the beginning of both the Preliminary and HSC courses, outlining when assessment tasks are due and what contribution each component makes to the final school-based assessment mark. This Assessment Booklet meets our requirement to submit assessments of student achievement that include a measure of course outcomes not examined by external HSC examination.

Full details of NESA's guidelines can be found in the *Guide for Students in Years 10 to 12*. It is available online or for download at <https://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide#completing>.

In addition, there are some changes to assessment for students starting Stage 6 in 2018 *in some courses*. These can be found at <http://syllabus.nesa.nsw.edu.au/assets/global/files/parent-guide-to-new-syllabuses-and-assessment-from-2018.pdf> and will be outlined by teachers as is appropriate.

Satisfactory Completion of the HSC

Satisfactory completion in all aspects of the course requires that students:

- ◆ Follow the course prescribed by NESA
- ◆ Work diligently and with sustained effort
- ◆ Complete some or all of the course outcomes

Where, in the opinion of the Principal, a student has not satisfactorily completed a course, the student will receive an N Award determination, meaning non-completion in that course. Warning letters will be issued to notify the student if

Some HSC Options to Consider

HSC Pathways

The HSC Pathways provision allows students more flexibility to develop a program of study that meets their individual needs. Pathways can allow you to accumulate and extend your HSC study program over up to 5 years. This enables students to take extra time to complete their HSC. This may be because they have health issues, are engaged in elite level sport, part-time work or want to focus more attention on particular HSC courses.

Repeating the HSC

Should a student wish to attempt to improve upon their result in any one year, it is not necessary to repeat *all* subjects. One or more subjects can be repeated within the 5 year accumulation period. The most recent result is recorded.

Saturday School of Community Languages

A range of community languages, e.g. Chinese, Arabic, Portuguese, Italian or Vietnamese, can be studied at Preliminary and HSC level at Saturday Community Languages classes.

Distance Education/Open High School/OTEN

Most HSC courses are available through the Sydney Distance Education Centre, Open High School or OTEN. This option may be very useful for students wishing to study a subject not offered by the school. Students are supervised by the school's Distance Education Coordinator but will need to be capable of independent learning. Open High School is for the study of languages exclusively, e.g. French or German, while OTEN is for TVET courses.

.....
Applications for these courses/institutions should be completed well before the commencement of the school year in order to be considered, for appropriate processing and to allow for work sets to be forwarded without delay. Fees are

Vocational Education and Training (VET)

Industry Curriculum Framework Courses

The study of Industry Curriculum Framework Courses either as standalone subjects or as a component of a School Based Part-Time Traineeship or Apprenticeship provides the opportunity to commence the acquisition of nationally recognised qualifications whilst simultaneously gaining an HSC.

VET courses are based on *National Competency Standards* that have been determined by industry. Each vocational course leads to a nationally recognised qualification under the *Australian Qualifications Framework*.

VET courses are Board Developed (Category B) and most can contribute to the ATAR if the student elects to sit the external exam. NB: Students can do multiple VET courses but only one can be included in the ATAR.

VET Industry Curriculum Framework Courses are available at school and at TAFE colleges. See Section II of this guide for course details particular to those offered at DHSVAD.

VET Work Placement

VET courses require the student to gain/exhibit competencies in a work-site typical of the industry to which the course being studied is related. This can be achieved through one of two methods:

- 1. Work Placement**
- 2. Recognition of Prior Learning (RPL)**

Work Placement

Work placement consists of a minimum 70 hours for a 2 unit x 2 year course at a work-site that is related to the course being studied. Students undertake work placement as voluntary workers and do not receive payment. Sites suitable for work placement are supplied by the *Sydney Local Community Partnership*. Students are free to nominate other sites but they must be evaluated as suitable

Vocational Education and Training (VET)

Recognition of Prior Learning (RPL)

Students engaged in part-time or casual employment in an industry and occupation related to the VET course being studied may elect to have those hours recognised as the required industry experience.

Examples include the following:

- ◆ A student working P/T at a supermarket can claim RPL for Retail Services
- ◆ A student working P/T at a restaurant including McDonalds, KFC, etc. can claim RPL for Hospitality
- ◆ A student working casually, e.g. weekends in a cafe can claim RPL for Hospitality

Assessment of VET Industry Curriculum Framework Courses

Assessment of VET Industry Curriculum Framework Courses comprises two types:

1. Competency Based Assessment

2. External Assessment

Competency Based Assessment

VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of the course. To be assessed as competent, students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry.

External Assessment

The HSC examination is **optional** for VET Industry Curriculum Framework courses. It is only mandatory if the student wishes for the relevant course to

TVET Courses (VET Courses Studied at TAFE)

TVET courses are a wide range of vocational courses that are delivered at TAFE colleges. Students attend a TAFE college one afternoon per week for a 4 hour class. They generally run on Tuesday afternoons (1:30- 5:30pm).

TVET courses carry *Dual Accreditation*, meaning they give students credit towards both *TAFE Certificates and Diplomas* and the HSC.

TVET HSC courses are either Board Developed or Board Endorsed. For a list of TVET courses on offer, see Section III (Page 70) of this handbook.

Board Developed TVET Courses

These include all VET Industry Framework Courses i.e. Business Services, Entertainment Industry, Hospitality, Retail Services, etc.

NB: All of the courses listed above are ATAR Category B. You can study more than one but only one will be included in an ATAR calculation.

Board Endorsed TVET Courses

The majority of TVET courses are Board Endorsed and include a large range of courses developed by TAFE NSW, for example, Automotive, Hairdressing, Baking, Music Business, Beauty Therapy, Plumbing, Graphic Design, Electrotechnology, etc.

HSC/TAFE Credit Transfer/Recognition of Prior Learning

Students completing some HSC courses at a satisfactory level may count these towards a TAFE qualification. TAFE NSW recognises skills and knowledge gained through previous studies including HSC studies.

Recognition may allow students to complete TAFE NSW qualifications in less time as they will not have to take TAFE course modules that cover content the student has done previously in an HSC subject.

HSC/TAFE credit transfer may apply to general courses such as English, Biology

HSC School-based Traineeships/Apprenticeships

An important addition to the pathways provided within the HSC is the HSC School-Based Part-Time Traineeship or Apprenticeship. It is completed part-time as part of the HSC, in a particular occupation, e.g. Hospitality.

HSC School-Based Part-Time Traineeships/Apprenticeships generally include a school- or TAFE-delivered VET and/or TVET course. Many major employers, e.g. NRMA, Woolworths, and Toyota, are strong supporters of this initiative.

At the end of this pattern of study, the HSC trainee receives:

- ◆ A nationally recognised VET qualification
- ◆ Paid employment – at training wage rate - usually one school day per week, plus some school holidays
- ◆ Free on-the-job training
- ◆ Ongoing advice and support
- ◆ Credit towards their HSC and towards further TAFE qualifications
- ◆ A Certificate of Proficiency on satisfactory completion of the traineeship

Students with Special Needs

DHSVAD has programs of study to cater for students with a range of special education needs, including undertaking HSC studies in these ways:

- ◆ Entirely within the Support Unit—This may include preparation for employment in a work experience program as a component of an Individual Transition Plan (ITP)
- ◆ Partially within the Support Unit while also being enrolled within mainstream- or TAFE-delivered VET/TVET courses
- ◆ In mainstream classes with assistance of support staff

HSC programs for students with special needs are designed in consultation with the student and parents/care-givers. Planning for the student's transition from

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is for students wishing to gain a place at a university. It provides information about how a student performs overall in relation to other students. It is a **rank not a mark**, calculated by the Universities Admissions Centre (UAC). The ATAR is based on your best 10 units of Board Developed courses of performance in the HSC.

It is important to note that this must include your best 2 units of English and your best 8 units of your remaining courses (this can include up to two units of Category B courses, as previously outlined).

To be eligible for an ATAR, a student's pattern of study must include:

- ◆ At least 3 courses of 2 units or greater
- ◆ At least 4 subjects in total
- ◆ At least 2 units of English

UAC will only consider Board Developed Courses in the calculation of the ATAR. The ATAR provides the discrimination required by universities for their selection processes.

Most university courses admit HSC students entirely on the basis of their ATAR. Students with the highest ATAR scores competing for entry into particular courses will be successful. Exceptions include the University of Notre Dame and various creative arts courses which require one or more of the following: special application, interviews, auditions, portfolios, etc.

Students should use UAC's *University Entrance Requirements 2020 for Year 10 Students* to determine the particular requirements of courses they are interested in pursuing. These requirements could include the completion of specific HSC

Special Consideration for Access to University

Most universities have schemes through which consideration is given to students who have been assessed as being at a significant disadvantage. In these schemes, students are given an advantage of several ATAR points, i.e. they will only be required to get within a predetermined number of points from the standard ATAR cut-off point for a specific course.

Eligible considerations include the following:

- ◆ All universities have special entry conditions and programs for Aboriginal and Torres Strait Islander students – see the Careers Adviser for details
- ◆ NESB students who have generally not been in Australia more than 5 years
- ◆ Students who have suffered significant personal or family trauma
- ◆ Students who have a disability
- ◆ Students from low income families
- ◆ Students who have completed their studies under other adverse conditions e.g. poor study conditions

Applications for these considerations are required in advance of final assessment. See the Careers Adviser, Mr Spetere, for further guidance.

Glossary of HSC Terms

ATAR

Australian Tertiary Admission Rank. This is calculated by the UAC based on your best 10 HSC units, 2 of which must be English.

Board Developed Courses

Courses designed by NESA. Most have a unit value of 2 Units. They form the major component of any HSC program.

Board Endorsed Courses

Courses either designed by NESA or by individual schools and the content is

Glossary of HSC Terms

HSC Courses

Courses usually taken in Year 12 and ending with an HSC examination. They are taught over 4 school terms commencing in Term 4 of Year 11, i.e. at the conclusion of Preliminary course.

Preliminary Courses

Courses usually taken in Year 11 and do not have an external examination. They are taught over 3 terms. You must complete the Preliminary course in a subject before undertaking the HSC course in that subject.

Record of School Achievement (RoSA)

A Record of School Achievement is awarded to a Year 10, 11 12 student if they leave school before completing the HSC. The ROSA will show a grade A to E for each subject, indicating the attainment of outcomes that the student has achieved.

Units of Study

All courses offered for the HSC have a unit value. In the HSC, each unit has a value of 50 marks and involves class time of approximately 60 hours per year (3 lessons per fortnight). Most courses are 2 units.

2 Unit

This is the basic structure for Preliminary and HSC courses. It is a course with a value of 100 marks. It is a pattern of study that involves 6 lessons per fortnight on a timetable.

1 Unit

1 Unit courses include Extension courses and are available in some subjects in Years 11 and/or 12. It is a pattern of study that involves 3 lessons per fortnight on a timetable.

Extension Course

Extension courses build on the content of 2 unit courses and carry an additional value of 1 unit requiring students to work beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics, Science, History, Music and some Languages.

English and Mathematics Extension Courses are available at Preliminary and

PART II: COURSE DESCRIPTIONS
Section I—Board Developed Courses

Aboriginal Studies

(this will be distributed via your school email portal). If you lose your code, see Ms Dracopoulos or Ms Abihanna.

You will number your choices in order of **first preference through to your eighth preference**. Please be aware that you may be allocated to a subject you place as your eighth choice, depending on subject clashes, whether a choice of yours has enough student numbers to run, or other variables. More information on this procedure will follow in the coming weeks.

Course Description

The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods.

The HSC course provides in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities. Students will apply research and inquiry methods through the completion of a major project.

What will I be doing in this course?

Preliminary Course

- **Part I: Aboriginality and the Land (20%)**
 - Aboriginal peoples' relationship to Country
 - Dispossession and dislocation of Aboriginal peoples from Country
 - Impact of British colonisation on Country
- **Part II: Heritage and Identity (30%)**
 - The Dreaming and cultural ownership
 - Diversity of Aboriginal cultural and social life
 - Impact of colonisation on Aboriginal cultures and families
 - Impact of racism and stereotyping
- **Part III: International Indigenous Community: Comparative Study (25%)**
 - Location, environment and features of an international Indigenous community
 - Comparison of the key experiences of the international Indigenous and an—Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- **Part IV: Research and Inquiry Methods: Local Community Case Study (25%)**
 - Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

HSC Course

- **Part I – Social Justice and Human Rights Issues (50%), including:**
- **Global Perspective (20%)**
 - Global understanding of human rights and social justice AND
- **Comparative Study (30%)**
 - A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal community for each topic (20%)**
- **Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses**
OR

Ancient History

- **Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project** (30%) Choice of project topic based on student interest.

Course Requirements

In both courses, students must undertake mandatory case studies. A project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

Subject Fee: \$40

For more information: Mr O'Neill

Course Description

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past.

What will I be doing in this course?

The course comprises three sections:

1. Investigating Ancient History (60 hours)

Students study The Nature of Ancient History and two Case Studies.

2. Features of Ancient Societies (40 hours)

Students study at least TWO ancient societies and the social history of a people through an investigation of the remains of their material culture, the key developments and forces that may have shaped the selected feature(s) and the nature of the available sources.

3. Historical Investigation (20 hours)

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest.

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

The course comprises four sections:

Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 hours)

ONE 'Ancient Societies' topic (30 hours)

ONE 'Personalities in their Times' topic (30 hours)

ONE 'Historical Periods' topic (30 hours)

The course requires study from at least TWO of the following areas: Egypt, Near East, China, Greece or Rome. The core study, Cities of Vesuvius – Pompeii and Herculaneum, is a Roman study.

The HSC History Extension Course is an optional HSC 1 Unit course and involves the study and evaluation of the ideas and processes used by historians to produce history. In Part I of the course, students investigate the question, 'What is history?', through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate a personal historical inquiry.

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

- Collect, analyse and organise information

Biology

Exclusions: Preliminary Senior Science

Course Description

Biology is the study of living organisms and life processes, and interactions between organisms and their environment.

What will I be doing in this course?

The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and use for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent. The Preliminary course includes a field study related to local terrestrial and/or aquatic environments.

The Preliminary course includes:

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

The HSC course builds upon the Preliminary course. It examines the processes and structures plants and animals use to maintain a constant internal environment and the way in which the inheritance of characteristics are transmitted from generation to generation. The options cover a wide variety of interest topics and draw on developments in technology to examine areas of current research.

The HSC course core topics are:

- Heredity
- Genetic Change
- Infectious
- Non-infectious Disease and Disorders

Students are required to do a depth study which has a minimum of 15 hours of in-class time allocated in both Year 11 and 12. Depth studies provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning. They will also be required to do a minimum of 35 hours of Practical Investigations in both Years 11 and 12.

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

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

Prerequisites

It is recommended that students wishing to study this subject have satisfactorily completed the Year 10 Science course at a C grade or higher.

Subject Fee: \$40

For more information: Ms Kapeliotis

Business Studies

Course Description

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

What will I be doing in this course?

In the Preliminary course students study:

- Nature of Business (20%) – the nature and role of business
- Business Management (40%) – the nature and responsibilities of management
- Business Planning (40%) – establishing and planning a small to medium enterprise

The HSC course includes:

- 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

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

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

How will this course help me in the future?

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

Subject Fee: \$40

For more information: Mr O'Neill

Chemistry

Exclusions: Mathematics Standard

Course Description

Chemistry is the study of the physical and chemical properties of substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

What will I be doing in this course?

The Preliminary course develops knowledge of trends and patterns in relation to the properties of pure substances and use these to predict the properties of other pure substances. Students will be able to quantify reactions to make predictions about yields and communicate to specific audiences for specific purposes using nomenclature, genres and modes unique to the discipline. They also examine the roles that enthalpy and entropy play in the spontaneity of reaction.

The Preliminary Modules are: Properties and Structure of Matter, Introduction to Quantitative Chemistry, and Reactive Chemistry and Drivers of Reactions.

The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and the ways that these can be predicted by applying Le Chatelier's principle. The contribution of acids and bases to industrial contexts and the environment, the current and future applications of chemistry, including techniques to synthesise new substances – including pharmaceuticals, fuels and polymers – to meet the needs of society, and the identification and analysis of chemicals and their immense importance in scientific research, medicine, environmental management, quality control, mining and many other fields are also areas of study.

The HSC course Modules are: Equilibrium and Acid Reactions, Acid/Base Reactions, Organic Chemistry, and Applying Chemical Ideas.

Practical experiences should occupy a minimum of 70 hours of teaching time across both the Preliminary and HSC course and these will be assessed in practical exams and assignments. Students are required to do a depth study which has a minimum of 15 hours of in-class time allocated in both Year 11 and 12. Depth studies provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning.

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

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

How will this course help me in the future?

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

Prerequisites

It is recommended that students wishing to study this subject have satisfactorily completed the Year 10 Science course at a C grade or higher.

Community and Family Studies

Course Description

Community & Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology and developmental psychology.

What will I be doing in this course?

The Preliminary course focuses on the individual and their interactions with personal groups, family and community. It includes:

- **Core 1: Resource management:** Study of the significance of resource management based on the concepts of well-being, needs and wants, resources, values and standards, goal setting, communication and decision making
- **Core 2: Individuals and Groups:** Positive interpersonal relationships among individuals, family and social groups which enhance an individual's sense of belonging
- **Core 3: Families and Community:** A study of families in modern society and the role of the contemporary family

In the HSC course, students examine how the well-being of individuals, families and communities are affected by broader societal influences including sociocultural, economic and political factors. Students will employ research methodologies to develop an Independent Research Project based on a topic of their interest. It covers:

- **Core 1: Research Methodologies:** A study of the process of inquiry and research allowing students to pursue an area of interest in an Independent Research Project
- **Core 2: Groups in Context:** Examination of the economic, political and geographical conditions contributing to inequality across groups in the community
- **Core 3: Parenting and Caring:** Current issues for carers as they effectively manage resources and promote positive interpersonal relationships
- **Option: Family and Societal Interactions:** Examination of government and community structures that support and protect family members at all stages of the lifecycle; this option draws attention to legislation and highlights its role

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

- Understand the range of societal factors impacting on individuals, groups, families and communities
- Understand and utilise a range of research methodologies and skills in analysis and communication
- Critically analyse the wellbeing of individuals, families and groups

How will this course help me in the future?

Undertaking this course will provide foundation studies for those students with a special interest in individual, family and community wellbeing. It will also provide students with the skills to undertake an independent research project.

The course would be of great benefit to anyone wishing to take up a career in social work, teaching, nursing, psychology, counselling, sociology and childcare.

Design and Technology

What will I be doing in this course?

In the Preliminary course, students study designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques. It includes the completion of at least 2 design projects.

The HSC course includes studies in innovation and emerging technologies, including a case study. The study of designing and producing culminates in the development of a Major Design Project. The project folio includes the major project proposal and management, project development and realisation, and project evaluation.

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

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

How will this course help me in the future?

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

How is this course assessed?

In the Preliminary Course, students complete 4 assessment tasks that include 2 design projects, a research task and an examination. For the HSC, students undertake a Major Design Project that is worth 60% of their HSC exam. They also sit for a 1½ hour exam that is worth 40%. During the HSC year students complete 4 assessment tasks that include a Major Design Project proposal and oral presentation, a research task and an examination.

Drama

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 study the practices of making, performing and critically studying Drama. Students engage with these components through collaborative and individual experiences.

What will I be doing in this course?

The Preliminary course includes:

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

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

It also includes:

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

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

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

How will this course help me in the future?

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

Subject Fee: \$40

For more information: Mr Taylor

Earth and Environmental Science

Course Description

Earth and Environmental Science in Stage 6 is the study of the Earth and its processes. The course aims to provide an understanding of systems and processes in both aquatic and terrestrial environments. It seeks to explore changes that have occurred during Earth's history, including changes in the lithosphere, atmosphere, hydrosphere, cryosphere and biosphere, and the evolution of organisms since the origin of life on Earth.

As a course that focuses on a major discipline of science, Earth and Environmental Science presents a particular way of thinking about the world. It encourages students to use inference, deductive and inductive reasoning, and creativity. It presumes that the interactions within Earth's processes, between the atmosphere, hydrosphere and lithosphere, and between the abiotic and biotic features of the environment, occur in consistent patterns that can be understood through careful, systematic study.

What will I be doing in this course?

The Preliminary course includes:

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts – which includes a field trip to the Field of Mars or Sydney Olympic Park Environmental Education Centre

The HSC course builds upon the Preliminary course. It examines how the Earth is constantly evolving in regards to Tectonic Plate Theory and Australian Environments. The options cover a wide variety of interest topics and draw on developments in technology to examine areas of current research.

The HSC course core topics are:

- Earth's Processes
- Hazards
- Climate Science – which includes a field trip to the Great Barrier Reef
- Resource Management

Prerequisites

Students are required to do a depth study which is allocated a minimum of 15 hours of in-class time in both Year 11 and 12. Depth studies provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning. Practical experiences should occupy a minimum of 70 hours of teaching time across both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

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

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

How will this course help me in the future?

Skills developed in Earth and Environmental Science are useful in a range of courses studied at university and TAFE NSW, as well as in the workforce and everyday life.

Economics

Course Description

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

What will I be doing in this course?

The Preliminary course includes:

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

The HSC course includes:

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

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

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

How will this course help me in the future?

Economics is recommended study for anyone contemplating a career in accountancy, business, industrial relations, management, advertising, marketing, real estate or administration. The successful study of Economics will give credit transfer to a range of Business courses at TAFE NSW as well as being recommended for university courses in business-related fields. It would also be valuable to those who wish to be self-employed in the future.

Engineering Studies

Course Description

The Engineering Studies Stage 6 Syllabus is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working collaboratively.

What will I be doing in this course?

In the Preliminary course, students will study 4 modules: Engineering Fundamentals, Engineered Products, Braking Systems and Biomedical Engineering.

In the HSC course, students will study Civil structures, Personal and Public Transport, Aeronautical Engineering and Telecommunications Engineering.

What will I have at the end of the course?

- Understanding of the scope of engineering and the role of the engineer
- Knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society
- Communication skills appropriate to engineering practices
- Knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice
- Management and problem-solving skills in engineering contexts
- Skills in the application of engineering methodology

How will this course help me in the future?

Students undertaking Engineering Studies will have the opportunity to follow a number of pathways. These include tertiary study, vocational education and training, and the world of work. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study. Students entering into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

How is this course assessed?

In the Preliminary Course, students complete 4 assessment tasks including an Engineer Report worth 20%. Assessment task may also include research tasks and written examinations.

For the HSC, students will complete 4 assessment tasks including an Engineer Report worth 20% of the assessment mark and a 3-hour written examination.

English Advanced

Course Description

Students examine the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different values and attitudes. They analyse and evaluate texts and the ways they are valued in their contexts.

What will I be doing in this course?

Preliminary Course

The Preliminary course has two sections: content common to Standard and Advanced through a unit of work called *Reading to Write*; and two modules.

It requires:

- Exploration of a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media or multimedia texts
- Integrating the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- Engaging in an integrated study of language and text

HSC Course

The HSC course has two sections: The content consists of *Texts and Human Experiences*, which is common to both Standard and Advanced courses. The second section consists of three modules, which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued.

It requires:

- The critical study of a range of prescribed texts, drawn from the following categories: Shakespearean drama, prose fiction, drama or film, poetry, nonfiction or media or multimedia texts
- A range of additional related texts and textual forms, widely regarded as quality literature

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

- Effectively communicate at different levels of complexity
- Comprehend and understand the effects and purposes of a range of textual forms
- Undertake independent research, individual and collaborative learning
- Write coherently in a variety of forms

How will this course help me in the future?

Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This is why English is the only subject that it is compulsory to study for the HSC. Students who study the Advanced English course will be well equipped for further study of English and related disciplines at university. Success in this demanding course will be a good indicator of success in a large range of courses at TAFE NSW or university.

Prerequisites

It is recommended that students wishing to study this subject have satisfactorily completed the Year 10 English course at a B grade or higher.

English Extension 1

Exclusions: English Standard; English Studies; English AL/D

Course Description

Students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. They explore ideas of value and consider how cultural values and systems of valuation arise.

What will I be doing in this course?

In the Preliminary Extension course students 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.

The HSC Extension 1 Course has one section. Students must complete one elective chosen from one of the three modules offered for study: Genre, Texts and Ways of Thinking, or Language and Values. It requires the study of prescribed texts, as well as a range of other relevant examples.

In the HSC English Extension 2 Course, students develop a sustained composition and document their reflection on this process. It requires students to complete a Major Work and a statement of reflection. This course is available at HSC level.

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

- Analyse and trace the relationships between texts
- Become familiar with the codes and conventions of a variety of textual forms
- Discuss these conventions in both the written and oral forms
- Demonstrate refined writing style and write in a sophisticated manner

How will this course help me in the future?

As the course is analytical in nature, students will develop skills that are relevant to all forms of tertiary study. Students wishing to specialise in English, or other humanities subjects at tertiary level will be well prepared by the Extension English courses.

Prerequisites

Students wishing to study English Extension 1 must be studying the English Advanced course. They must satisfactorily complete the Preliminary English Extension Course to study the HSC Extension 1 Course. In addition, the HSC Extension 1 Course is a corequisite for HSC Extension 2.

English Standard

Course Description

Students explore the ways events, experiences, ideas and processes are represented in and through texts. They reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

What will I be doing in this course?

Preliminary Course

The Preliminary Course has two sections: content common to the Standard and Advanced courses, and two modules.

In requires:

- Study of Australian and other texts
- Study complex multimodal or digital texts
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film or media or multimedia texts
- A wide reading program involving texts and textual forms composed in and for a wide variety of contexts
- Integrating the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Engaging in the integrated study of language and text

HSC Course

The HSC Course has two sections: content common to the Standard and Advanced courses, and three modules.

It requires:

- The close study of a range of prescribed texts, drawn from each of the following categories: prose fiction, drama, poetry, nonfiction or film or media or multimedia
- A range of additional related texts and textual forms

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

- Understand aspects of meaning from social, cultural, work place and personal perspectives
- Have skills in composition and response to a wide variety of texts
- Effectively communicate for a range of purposes and audiences to enhance my personal, social and vocational life

How will this course help me in the future?

Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This is why English is the only subject that is compulsory to study for the HSC. Students who study the Standard English course gain good preparation for further education at TAFE NSW and employment in a wide range of career areas. Standard English is accepted for entry to all university courses but it is not considered suitable preparation for students who wish to study English at university.

English as an Additional Language or Dialect

Eligibility Rules apply; please ask Head Teacher of English Mr Taylor to check for you or consult NESA's Assessment, Certification Examination (ACE) Manual located at <https://ace.nesa.nsw.edu.au/>.

Exclusions: English (Standard), English (Advanced), English (Extension)

Course Description

In the Preliminary English (EAL/D) course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the HSC English (EAL/D) course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and multimedia and a wide range of additional related texts and textual forms. Through this close study of texts, students develop and apply skills in synthesis.

What will I be doing in this course?

Preliminary course – The course has two sections:

- Language Study, which is undertaken through a unit of work called an Area of Study. Students acquire and develop their specific English language skills, knowledge and understanding through exploration of an idea or process represented in texts. The Area of Study comprises 60% of the content.
- Electives where students develop and use their English language skills in their examination and analysis of particular aspects of shaping meaning. The Electives comprise 40% of the content.

HSC course – The course has two sections:

- Language Study, undertaken within an Area of Study, where students reinforce and extend their language skills and apply skills in synthesis. This section consists of one prescribed Area of Study. The Area of Study comprises 50% of the content.
- Modules, which emphasise particular aspects of shaping meaning and methods for demonstrating the effectiveness of texts for different audiences and purposes. The Modules comprise 50% of the content.

Course Requirements

In the Preliminary English (EAL/D) course, students are required to:

- 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 reading, writing, listening, speaking, and viewing and representing as appropriate
- Engage in the integrated study of language and text

In the HSC English (EAL/D) course students are required to study:

- 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

Entertainment Industry

This 240 hour industry curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Statement of Attainment towards CUA30415 Certificate III in Live Production and Services

Units of Competency:

Core

BSBWOR301 Organise personal work priorities and development

CPCCWHS1001 Prepare to Work safely in the construction industry

CUAIND301 Work effectively in the creative arts industry

CUAWHS302 Apply work health and safety practices

CUAPPR304 Participate in collaborative creative projects

SITXCCS303 Provide service to customers

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

Electives

CUSSOU301 Undertake live audio operations

CUASTA301 Assist with production operations for live performances

CUALGT301 Operate basic lighting

CUASOU301 Undertake live audio operations

CUAVSS302 Operate vision systems

Additional units required to attain an HSC credential in this course

CUASOU306 Operate sound reinforcement systems

CUASTA202 Assist with bump in and bump out of shows

CUASMT301 Work effectively backstage during performances

MEM18002B Use power tools/hand held operations

Successful completion of the unit CPCCWHS1001 will lead to the award of a Construction Induction Card from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.

Entertainment Industry Specialisation (60 indicative hours) is a 1 HSC unit Category B course for Australian Tertiary Admission Rank CUA30415 Certificate III in Live Production and Services

To receive the full qualification students must complete the additional 60 hours in the specialisation course.

Units of Competency

BSBWOR301 Organise personal work priorities and development

CUVPRP304A Participate in collaborative creative projects

CUFLGT304 Install and operate follow spots

Pathways to Industry: Entertainment offers training opportunities to students who are interested in performance and events: dance and drama, lighting and sound, staging and set design and dealing with patrons and professionals. **Working in the industry involves:** *lighting and sound operations, audiovisual operations, scenic art activities, set and props manufacture, and front of house.*

Examples of occupations in the entertainment industry: *sales/merchandising assistant, box office assistant, front of house assistant, lighting technician, sound technician, cinema projectionist, props designer, event assistant, technical assistant, and marketing & promos.*

Mandatory Course Requirements: Students must undertake a minimum of 70 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. Students who achieve competency in CPCCWHS1001 will be issued with a SafeWork NSW Construction Induction Card (White Card) - a requirement before commencing work placement.

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit listed above. To be assessed as competent a student must demonstrate to a qualified assessor they can effectively carry out tasks at 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. **Appeals** - Students may lodge an appeal about assessment decisions through their VET teacher.

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

Course Costs: Y11 Resources \$ 80 Y12 Resources \$80 White Card \$120* Total \$280

Refund Arrangements on a pro-rata basis; Please see your VET teacher to enquire about financial assistance

*The White Card will be delivered by Public Schools NSW, Ultimo 90072

Subject Fee: \$200 (Year 11 only)

For more Information: Ms Karamitsos

Food Technology

Course Description

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation and the design, implementation and evaluation of solutions to food situations. It is mandatory that students undertake practical activities in this course.

What will I be doing in this course?

The Preliminary course covers:

- Food Availability and Selection
- Food Quality
- Nutrition

The HSC course covers:

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

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

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

What else do I need to know about this course?

A subject fee of \$100 is charged for this course. Students must tie their hair back, wear an apron and enclosed leather shoes during practical lessons.

How will this course help me in the future?

This course will provide you with the knowledge, skills and attitudes to contribute positively to your own pathways to employment or further education at university or TAFE. The study of Food Technology will give you credit transfer into some certificate and diploma courses at TAFE. Career options that require higher education include food marketing and retail, food science and technology, teaching and nutrition studies.

How is this course assessed?

In the Preliminary Course, students complete 4 assessment tasks that include 3 research and design tasks and an examination. During the HSC year students complete 4 assessment tasks. The HSC examination is 3 hours long and comprises multiple choice, short answer and extended response style questions.

Geography

Course Description

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of Geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. This includes specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrate the relevance of geographical study.

What will I be doing in this course?

The Preliminary course covers:

- Biophysical Interactions: an exploration of how biophysical processes contribute to sustainable management, including a field trip to Cronulla sand dunes
- Global Challenges: the study of geographical issues on a global scale, with a focus on population, political and development geography
- The Senior Geography Project—a geographical study of the student's own choosing

The HSC course covers:

- Ecosystems at Risk, including a field trip to the Great Barrier Reef/Sydney Olympic Park wetlands
- Urban Places: a study of cities and urban dynamics, including a field trip to Barangaroo and Millers Point, Sydney
- People and Economic Activity: a focus on the chocolate industry on a local and global scale

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

Prerequisites

Students complete a **Senior Geography Project (SGP)** in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Fieldwork reports make up a considerable part of the assessment in both years and attendance and completion of fieldwork are essential, as well as fun.

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

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

How will this course help me in the future?

All careers, including law, tourism and business will benefit from the study of Geography. The 21st Century is a crucial time in which people must learn to work within their planet's ability to support them. The managers of the future must think globally and act locally. Geography gives them a head start.

German Beginners

Exclusions: German Continuers; other eligibility rules apply. Check with your teacher or the NSW Education Standards Authority (NESA)'s ACE Manual.

What will I be doing in this course?

In the Preliminary course, students will develop their knowledge and understanding of German language and culture through the themes suggested in the syllabus by integrated use of three objectives:

- To develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in German in interpersonal situations
- To interpret and respond to texts, applying their knowledge and understanding of language and culture
- To create and present texts in German for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills

The main topics covered are: Family life, Home and Neighbourhood, People, Places and Communities, Education and Work, Friends, Recreation and Pastimes, Holidays, Travel and Tourism, and Future Plans and Aspirations.

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

- Be able to use German to express and share ideas about experiences and activities relating to daily life and transactions in my own world
- Be able to communicate with native speakers of German, to inquire about and to express ideas in order to undertake everyday activities appropriately in one or more communities where German is spoken
- Have a thorough understanding and appreciation of German culture and society in a European context

How will this course help me in the future?

Language learning is both interesting and rewarding. German and English have a common origin, placing them in the same family of European languages. Many commonly used German words have a similarity to English, which assists in the early stages of learning German, helping make this an achievable and enjoyable experience.

German-speaking countries have emerged as strong international leaders in trade, technology, commerce, environmental protection and politics. German is one of the most commonly spoken languages in the European Union and, as a leading industrial nation, Germany is one of Australia's largest single trading partners.

German-speaking countries are major investors in Australian companies and many German

German Beginners

German-speaking communities contribute significantly to the rich linguistic and cultural diversity of Australia. German has long been recognised as a prominent international language and plays a significant role in the world of science, culture, music and philosophy. It is also a key language in the fields of medicine, economics, technology and space exploration. The study of German provides students with a deeper insight into a region that plays a vital role in central Europe's intellectual and economic life and in its cultural history.

The study of German has many long-term benefits. It is both useful and desirable in a number of areas of tertiary study and provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

The German government, through the DAAD (Deutscher Akademischer Austauschdienst) provides scholarships for tertiary students to live in Germany and study at German Universities continuing their degrees whilst learning language at an academic level.

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.

Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.

German companies have an important economic presence in Australia and Germany is a major trading partner. Australia is also a popular destination for German tourists. Germany has a major role in world affairs. It is in the forefront of technology, telecommunications and trade. German is a significant commercial language in Europe. A knowledge of German provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy. Learning a language will also help to improve literacy skills in English.

Prerequisites

No prior knowledge of German is required; students who select this course must be beginners.

Hospitality Food and Beverage

This 240 hour industry curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

SIT20316 Certificate II in Hospitality

Units of Competency

Core

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show Social and Cultural sensitivity
SITXWHS001	Participate in safe work practices

Electives

SITHACS001	Clean premises and equipment
SITXCOM001	Source and present information
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITXFSA201	Participate in safe food handling practices
BSBSUS201A	Participate in environmentally sustainable work practices
SITHFAB203	Prepare and serve non-alcoholic beverages
SITXFSA001	Use hygienic practices for food safety

Students may apply for Recognition of Prior Learning 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 provide a high level of customer service, prepare menus, managing resources, preparing, and cooking and serving a range of dishes.*

Examples of occupations in the hospitality industry: *breakfast cook, barista trainee chef, café assistant, short order cook, and fast food cook.*

Mandatory Course Requirements: Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

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 they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals Students may lodge an appeal about assessment decisions through their VET teacher.

External Assessment (optional HSC examination for ATAR purposes):

The Higher School Certificate examination for Hospitality Food and Beverage (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Course Costs: Year 11 Resources \$ 50
(Uniform)**

Consumables \$ 100

Other \$ 50

Year 12 Resources \$ 50

Consumables \$ 100

Total \$350

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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

Exclusions - VET course exclusions can be checked on NESAs's website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html

Subject Fee: \$200 (Year 11 only)

For more information: Ms Baker/Ms Irvine

Industrial Technology

Course Description

Industrial Technology Stage 6 develops a broad range of skills and knowledge in the timber products and furniture technologies focus area and an introduction to the processes, skills and practices relevant to the design, management, communication and construction of practical projects.

What will I be doing in this course?

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students must also undertake the study of an individual business within the industry.

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

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

In the HSC course, students design, develop and construct a Major Project and a management folio. They also undertake a study of the timber products and furniture industry.

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

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

What else do I need to know about this course?

For the Preliminary course, the cost of project materials is covered by the **subject fee of \$100**. Students must cover the cost of materials for their own HSC Major Project which may amount to several hundred dollars depending on the project. Students must tie their hair back, wear an apron, enclosed leather shoes and other personal protective equipment as specified by OH&S when working in the wood technology room.

How will this course help me in the future?

Industrial Technology gives students knowledge and skills in the timber products and furniture industries and increases job opportunities in a range of practical occupations.

How is this course assessed?

In the Preliminary Course, students complete 4 assessment tasks that include 2 projects, a research task and an examination. For the HSC, students undertake a Major Project that is worth 60% of their HSC exam. They also sit for a 1½ hour examination that is worth 40%. During the HSC year students complete 4 assessment tasks that include a Major Project proposal and oral presentation, a research task and an examination.

Japanese Beginners

Exclusions: Japanese Continuers, Japanese Background Speakers.

Other eligibility rules apply. Check with your teacher or consult the NSW Education Standards Authority (NESA)'s Assessment Certification Examination (ACE) Manual located at <https://ace.nesa.nsw.edu.au/>.

What will I be doing in this course?

In the Preliminary course, students will develop their knowledge and understanding of Japanese through the themes suggested in the syllabus by integrated use of four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Japanese through these four skills. Study may cover new topics or more detailed treatment of topics previously studied.

The main topics covered are: meeting people, family and friends, home life, education, around town, travel and the future.

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

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

How will this course help me in the future?

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

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

Japanese companies have an important economic presence in Australia and Japan is a major trading partner. Australia is also a popular destination for Japanese tourists. Japan has a major role in world affairs. It is in the forefront of technology, telecommunications and trade. Japanese is a significant commercial language throughout the Asia Pacific region. A knowledge of Japanese provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy. Learning a language also helps to improve literacy skills in English.

Course Requirements

No knowledge of Japanese is required. Students who select this course must be beginners.

Japanese Continuers

Exclusions: Japanese Beginners and Japanese Background Speakers

Other eligibility rules apply to the study of this subject. Check with your teacher or the NSW Education Standards Authority (NESA)'s ACE Manual.

What will I be doing in this course?

The Preliminary and HSC courses focus on themes. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect these themes. Students will also gain an insight into the culture and language of Japanese-speaking communities through the themes: The Individual, Japanese-speaking Communities and The Changing World. Students' language skills are developed through tasks such as conversation, responding to an aural stimulus, and a variety of written material, writing for a range of purposes and studying Japanese culture through texts.

The 1 Unit HSC Japanese Extension course is available in Year 12 for students who have completed Preliminary Japanese Continuers, and are currently studying HSC Japanese Continuers. The Extension course has a prescribed theme and related issues as its organisational focus. The theme in the Extension course is The Individual and Contemporary Society. The prescribed issues are Impact of Technology, Group Versus the Individual, and Overcoming Personal Difficulties.

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

- Communicate with native speakers of Japanese and travel and study in Japan
- Exchange information, opinions and experiences in Japanese
- Express ideas through the production of original texts in Japanese
- Analyse, process and respond to texts that are in Japanese
- Understand and appreciate Japanese culture and society

How will this course help me in the future?

The study of Japanese provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, can all be enhanced with International Studies. This provides the opportunity to spend a year completing an in-country study in Japan and can result in a double degree.

Prerequisites

Year 10 Japanese or equivalent.

Legal Studies

What will I be doing in this course?

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It considers an individual's rights and responsibilities, how disputes are resolved, and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Preliminary Course:

- Part 1 – The Legal System (40% of course time)
- Part 2 - The Individual and the Law (30% of class time) Part 3 - The Law in Practice (30% of class time)

HSC Course:

- Core Part 1 – Crime (30% of course time)
- Core Part 2 – Human Rights (20% of class time) Part 3 – 2 options (50% of course time)

Two Options are chosen from:

- Consumers
- Global Environment and Protection
- Family
- Indigenous People
- Shelter
- Workplace
- World Order

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

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

How will this course help me in the future?

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

Mathematics Standard

Exclusions: Students may not study any other Mathematics courses in conjunction with Mathematics Standard.

What will I be doing in this course?

Mathematics Standard focuses on mathematical skills and techniques that 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.

The Preliminary and HSC courses cover: Algebra, Measurement, Financial Mathematics, Statistical Analysis and Networks.

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

- Deal successfully and confidently with situations involving mathematics
- Apply mathematical skills and techniques to interpret practical situations
- Communicate mathematically in written and/or verbal form
- Become aware of the usefulness of mathematics and appreciate the contribution of mathematics to our society

How will this course help me in the future?

Mathematics Standard is designed to support vocational courses at TAFE NSW. It provides an appropriate mathematical background for students who wish to undertake university study in the areas of humanities, paramedical science and creative arts. However, this course does not prepare students for further studies in mathematics beyond the HSC and may not be considered suitable preparation for university study in science or business areas. Students should check recommendations for specific tertiary courses.

Mathematics

Exclusions: Mathematics Standard

Course Description

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of, and competence in, some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.

What will I be doing in this course?

The Preliminary course covers: Basic Arithmetic and Algebra, Real Functions, Trigonometric Ratios and Linear Functions, The Quadratic Polynomial and the Parabola, Plane Geometry, Tangent to a Curve, and Derivative of a Function.

The HSC course covers: Coordinate Methods in Geometry, Applications of Geometrical Properties, Geometrical Applications of Differentiation, Integration, Logarithmic and Exponential Functions, Applications of Calculus to the Physical World, Probability, Trigonometric Functions, and Sequence and Series Applications.

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

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

How will this course help me in the future?

The Mathematics course provides the minimum basis for entry into university courses requiring mathematics, including courses in science, engineering, computing, economics and business studies. Students intending to do tertiary studies should check recommendations for specific courses. Students who have acquired a very high level of competence in the 5.3 course in Years 9 and 10 and who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 or Extension 2 courses.

Prerequisites

It is recommended that students wishing to study this subject have satisfactorily completed the Year 10 Maths course 5.3 at a B grade or higher.

Mathematics Extension 1

Exclusions: Mathematics Standard

NB. Mathematics Extension 2 can be studied at HSC level concurrently with Extension 1.

Course Description

The content of the Extension courses and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce.

The Preliminary Extension 1 course covers: Other Inequalities, Further geometry, Further Trigonometry, Angles Between Two Lines, Internal and External Division of Lines into Given Ratios, Parametric Representation, Permutations and Combinations, Polynomials, and harder applications of the Mathematics course.

What will I be doing in this course?

The HSC Extension 1 course covers:

- Methods of integration
- Primitive of $\sin 2x$ and $\cos 2x$
- Equation
- Velocity and acceleration as a function of x
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation

The HSC Extension 2 course is designed for students with a special interest in mathematics that have shown that they possess special aptitude for the subject. They must concurrently be studying Mathematics 2 Unit and HSC Extension 1.

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skills and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are dealt with in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for further study of the subject.

The main topics covered are: Graphs, Complex Numbers, Conics, Integration, Volumes,

Mathematics Extension 1

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

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

How will this course help me in the future?

The Extension 1 course is a recommended minimum basis for further studies in mathematics as a major discipline at university and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course as it is excellent preparation for tertiary study in mathematics or science based courses. Students should check recommendations for specific courses.

Prerequisites

It is recommended that students wishing to study this subject have satisfactorily completed the Year 10 Maths course 5.3 at a B grade or higher. They must concurrently be studying Mathematics in Preliminary and HSC years.

The HSC Mathematics Extension 1 course is a prerequisite for Extension 2 course.

These courses should only be chosen after consultation with the Mathematics Faculty.

Modern History

What will I be doing in this course?

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. The Preliminary (Year 11) course comprises three sections:

- Investigating Modern History (60 hours): Students study The Nature of Modern History and Case Studies. Case Studies include those in Europe, North America, Australia, Asia, the Pacific, Africa, the Middle East or Central/South America.
- Historical Investigation (20 hours): The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest.
- The Shaping of the Modern World (40 hours): Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world. The HSC (Year 12) course comprises four sections. Students are required to study all four sections; The sections (and options for study) are:

- Core Study: Power and Authority in the Modern World 1919–1946
- ONE 'National Studies' topic
- ONE 'Peace and Conflict' topic
- ONE 'Change in the Modern World' topic

Core Study: Power and Authority in the Modern World 1919–1946	<i>All students in NSW study this topic.</i>	
National Studies	Australia 1918–1949 China 1927–1949 India 1942–1984 Indonesia 1945–2005	Japan 1904–1937 Russia and the Soviet Union 1917–1941 USA 1919–1941 Iran 1945–1989
Peace and Conflict	Conflict in Indochina 1954–1979 Conflict in the Pacific 1937–1951 Conflict in Europe 1935–1945	The Cold War 1945–1991 Conflict in the Gulf 1980–2011 The Arab-Israeli Conflict 1948–1996.
Change in the Modern World	Pro-democracy movement in Burma 1945–2010 The Cultural Revolution to Tiananmen Square 1966–1989 Civil Rights in the USA 1945–1968	The Changing World Order 1945–2011 The Nuclear Age 1945–2011 Apartheid in South Africa 1960–1994

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

- Identify and empathise with different interpretations of the past
- Gather evidence from a range of primary and secondary sources in response to specific questions about the modern world
- Communicate effectively and at a high level, particularly in written forms

How will this course help me in the future?

Skills developed in the study of Modern History are useful in a range of courses studied at university and TAFE NSW as well as in the workforce and everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism, social work and journalism.

Music 1

Exclusions: Music 2

What will I be doing in this course?

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

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

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

Students selecting composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.

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

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

How will this course help me in the future?

Music 1 provides many of the skills required in the diverse fields of the Music industry. Students may progress into music courses at TAFE NSW or university with a good foundation of knowledge and practical skills. Music also provides knowledge and skills to enhance enjoyment of everyday life.

Prerequisites:

Prior knowledge and experience of music is preferred; Music 7-10 Mandatory course (or equivalent) is also required.

Music 2

Exclusions: Music 1

What will I be doing in this course?

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

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

In addition to *core studies* in performance, composition, musicology and aural, students nominate one *elective study* in performance, composition or musicology. Students selecting composition or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

The 1 Unit HSC Music Extension course is available in Year 12 for students who have completed Preliminary Music 2 and are currently studying HSC Music 2. It builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance, composition or musicology skills. Students will specialise in performance, composition or musicology and will follow an individual program of study, which will be negotiated between the teacher and student.

Students selecting composition or musicology as their area of specialisation in the Extension course will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.

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

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

How will this course help me in the future?

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

Prerequisites

Music 7-10 Mandatory course (or equivalent).

Personal Development, Health and Physical Education

Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes current thinking about health and physical activity, the management of personal health and basic body movement. Students have the opportunity to select two options from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

What will I be doing in this course?

In the Preliminary course, the core topics are Meanings of Health and Physical Activity, Better Health for Individuals, and The Body in Motion.

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

In the HSC course, the focus is on major issues related to Australia's health status. The course also looks at factors that affect physical performance. Two optional study areas are undertaken from a range of choices including Investigating the Health of Young People or of Groups Experiencing Health Inequities. In other options, students focus on improved performance and safety by learning about advanced approaches to training and concepts of sports medicine. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

The HSC Course covers the core topics Health Priorities in Australia, and Factors affecting Performance.

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

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

- Understand personal and community health issues
- Understand basic anatomy and physiology
- Have skills in analysis and in the development of personal health
- Be aware of the importance of self-confidence, physical wellbeing, self-esteem, social and physical motor skills, decision making and developing socially positive attitudes and beliefs

How will this course help me in the future?

Undertaking this course will provide foundation studies for those students with a special or vocational interest in human movement, and individual and community health issues. The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, coaching or physical education teaching.

Physics

Exclusions: Preliminary Senior Science, Mathematics Standard

Course Description

Physics investigates natural phenomena and identifies patterns, and applies them in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

What will I be doing in this course?

The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles, such as car crashes, and the mechanisms that maintain the physical conditions of planet Earth.

The Preliminary course covers:

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.

The HSC course core topics are:

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

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

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

How will this course help me in the future?

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

Prerequisites

It is recommended that students wishing to study this subject have satisfactorily completed the Year 10 Science course at a C grade or higher. The study of Physics requires students to have a strong background in science and mathematics in Year 10. It is a demanding subject requiring a solid foundation in these disciplines and a strong commitment to study.

Retail Services

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

SIR 30216 Certificate III in Retail Services

Units of Competency

Core

SIRXCEG001	Engage the customer
SIRXCEG002	Assist with customer difficulties
SIRXCEG003	Build customer relationships and loyalty
SIRXCOM002	Work effectively in a team
SIRXIND001	Work effectively in a service environment
SIRXIRSK001	Identify and respond to security risks
SIRXSLS001	Sell to retail customer
SIRXWHS002	Contribute to workplace health and safety

Electives

SIRXIND002	Organise and maintain a store environment
SIRXSLS002	Follow point of sale procedures
SIRRMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock
SIRRINV002	Control stock

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

Working in the Retail Industry involves:

customer service	teamwork
stock control	designing and creating displays
using cash registers, scanners, computers, telephones	

Example of occupations in the Retail Industry:

buyer	sales person
customer service assistant	visual merchandise
stock controller	merchandise

Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

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 they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals Students may lodge an appeal about assessment decisions through their VET teacher.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Retail Services (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Course Costs: Year 11 Resources \$ 80	Year 12 Resources \$ 80	Total
\$ 160		

Refund Arrangements on a pro-rata basis; Please see your VET teacher to enquire about financial assistance

Subject Fee: \$80 (Year 11 only)

For more information: Mr Konistis

Society and Culture

Course Description

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. A central theme of study is how the interaction of persons, society, culture, environment and time shape human behaviour.

A requirement of the course is that research findings are presented for external assessment in Year 12, in the Personal Interest Project (PIP).

What will I be doing in this course?

The Preliminary course covers:

- *The Social and Cultural World* – the interaction between aspects of society and cultures
- *Personal and Social Identity* – socialisation & coming of age in a variety of social and cultural settings
- *Intercultural Communication* – how people in different cultures interact and communicate

The HSC course includes a *core* (to be studied by all NSW students):

- *Social and Cultural Continuity and Change* – research and study of the nature, continuity and change of a selected country
- *The Personal Interest Project* – an individual research project worth 40% of external assessment

And two depth studies to be chosen from:

- *Popular Culture* – the interaction between popular culture, society and the individual
- *Belief Systems and Ideologies* – the relationship of belief systems and ideologies to culture and identity
- *Social Inclusion and Exclusion* – the nature of social inclusion and exclusion and the implications for individuals and groups in societies and cultures
- *Social Conformity and Nonconformity* – the formation of, and influences on, attitudes and behaviours of groups and their members, including factors influencing conformity, and the role of, and responses to, nonconformity

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

- Demonstrate an understanding of the knowledge, skills, values and attitudes essential to achieving social and cultural literacy via the examination of the interactions between persons, societies, cultures and environment across time
- Understand and utilise a range of research methodologies (interviews, questionnaires, surveys, etc.)

How will this course help me in the future?

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

Studies of Religion 1

Exclusions: Studies of Religion 2

Course Description

Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

What will I be doing in this course?

Preliminary Course:

- Nature of Religion and Beliefs: The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life
- Two Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism Origins
- And their: Principal beliefs, Sacred texts and writings, Core ethical teachings, Personal devotion/expression of faith/observance

HSC Course:

- Religion and Belief Systems in Australia post-1945: Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today
- Two Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
- And their: Significant people and ideas, Ethical teachings (bioethics, environmental ethics or sexual ethics) and Significant practices in the life of adherents

Studies of Religion 2

Exclusions: Studies of Religion 1

Course Description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

What will I be doing in this course?

Preliminary Course:

- Nature of Religion and Beliefs: The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life
- Three Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
- And their: Origins, Principal beliefs, Sacred texts and writings, Core ethical teachings, Personal devotion/expression of faith/observance
- Religions of Ancient Origin: The response to the human search for ultimate meaning in two religions of ancient origin from: Aztec or Inca or Mayan, Celtic, Nordic, Shinto, Taoism, an Indigenous religion from outside Australia
- Religion in Australia pre-1945: The arrival, establishment and development of religious traditions in Australia prior to 1945

HSC Course:

- Religion and Belief Systems in Australia post-1945: Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today
- Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
- And their: Significant people and ideas, Ethical teachings (bioethics, environmental ethics or sexual ethics), Significant practices in the life of adherents
- Religion and Peace: The distinctive response of religious traditions to the issue of peace
- Religion and Non-Religion: The human search for meaning through new religious expression, Non-religious worldviews and the differences between Religious and Non-Religious worldviews

Textiles and Design

Course Description

The Preliminary course involves the study of design, drawing skills, garment construction and fabric decoration methods, fibres, yarns, fabrics and the Australian textile industry. Students undertake two textile projects related to the areas of Design and Properties and Performance of Textiles.

The HSC course builds upon the Preliminary course and involves the study of historical design development, the influence of culture on design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. The students undertake a Major Textile Project in one of the following focus areas: Apparel, Non-apparel, Costume, Furnishing, or Textile Art, which reflects either a cultural/historical or contemporary aspect of design. The Major Textile Project includes a supporting document that outlines inspiration, design development, and experimentation with materials, tools and techniques.

What will I be doing in this course?

The HSC course covers:

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

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

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

What else do I need to know about this course?

There is a **subject fee of \$80** in both the Preliminary and HSC years. Students must cover the cost of materials for their own HSC Major Textile Project.

How will this course help me in the future?

The skills and knowledge acquired are useful for a career in the fashion industry, theatrical design, the textile industry, teaching, fibre and fabric research, craft work in textiles, interior design, advertising, marketing, commercial fabric buying and creative textile works.

How is this course assessed?

In the Preliminary course, students complete 4 assessment tasks that include 2 projects and 2 examinations. For the HSC, students undertake a Major Textile Project that is worth 50% of their HSC exam. They also sit for a 1½ hour examination that is worth 50%. During the HSC year students complete 4 school assessment tasks that include a Major Textile Project proposal and oral presentation and 2 examinations.

Visual Arts

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

What will I be doing in this course?

Visual Arts involves students in 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. Students will study artworks in at least two expressive forms and use a process diary. They will also undertake a broad investigation of ideas in artmaking, art criticism and art history. Learning opportunities focus on:

- 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 art world
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- How students develop meaning, focus and interest in their work
- Building understanding over time through various investigations and working in different forms

The HSC course provides for deeper and more complex investigations. It requires the development of a body of work and use of a process diary. It includes a minimum of five Case Studies, (4–10 hours each), and deeper and more complex investigations in art making, art criticism and art history. The learning opportunities consider how students may:

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

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

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

How will this course help me in the future?

In Visual Arts, students will acquire strong foundation skills in critical and creative thinking and problem-solving to successfully engage with the ever-changing demands of the 21st Century and to embrace the requirements of the global workplace. Whether you are seeking a career in traditional art or in an unusual arts career, young people now require innovative and creative skills to compete in the global workplace. The Visual Arts course is designed to deliver the skills and knowledge to develop confidence and empower your individuality in responding in creative ways to the challenges of the workplace. The course encourages tolerance and empathy for different values and beliefs. It is recommended background for many university and TAFE NSW courses in Visual Arts and Design.

Subject Fee: \$190 (includes consumables, art pack, Artmonth workshop)

PART II: COURSE DESCRIPTIONS
Section II—Board Endorsed Courses

Ceramics

Exclusions: Projects developed for assessment are not to be used for assessment in any other subject.

Course Description

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

What will I be doing in this course?

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

Modules include:

- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media

How will this course help me in the future?

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

Ceramics would complement all courses available across the TAS and Visual Arts faculties. It would provide a variety of skills relevant to several commercial artistic fields including fashion, jewellery and design. Students will be able to develop their portfolios to use in interviews for further education and employment.

English Studies

Exclusions: English (Standard); English (Advanced); English (ESL); English (Extension)

Course Description

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. In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Course Entry Guidelines

Students considering choosing the course should be advised that:

- English Studies is a Stage 6 Content Endorsed Course with no HSC examination.
- Satisfactory completion of English Studies as part of the pilot program will fulfil English pattern-of-study requirements for the Higher School Certificate. English Studies will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.
- Students who complete the course are not eligible for the calculation of an Australian Tertiary Admission rank (ATAR)

What will I be doing in this course?

Preliminary Course (120 indicative hours):

- The module 'Achieving through English – English and the Worlds of Education, Careers and Community' is mandatory in the Preliminary course
- Students will study a total of 3-5 modules (including the mandatory module), 20-40 indicative hours per module

HSC Course (120 indicative hours):

- The module 'We are Australians – English in Citizenship, Community and Cultural Identity' is mandatory in the HSC course
- Students will study a total of 3-5 different modules (including the mandatory module), 20-40 indicative hours per module

Course Requirements

- In each of the Preliminary and HSC courses students are required to:
- 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

Photography, Video and Digital Imaging

Exclusions: Projects developed for assessment in one subject are not to be used either in full or part time 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 with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for students to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Central to this is the development of creative action, reflection and the exercise of judgement. Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century.

What will I be doing in this course?

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the field of photography, video and digital media 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, video and digital media.

Modules may be selected from any of the three broad fields: Wet Photography, Video and Digital Imaging. More specific options include: Introduction to the Field, Developing a Point of View, Traditions, Conventions, Styles and Genres, Manipulated Forms, The Arranged Image, and Temporal Accounts. An Occupational, Health and Safety Module is mandatory. An additional module, the Individual/collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise. Students are required to keep a diary throughout the course.

How will this course help me in the future?

Photography, Video and Digital Media can be used as a basis to acquire skills needed in a variety of creative commercial and artistic fields including graphic arts, print media, digital imaging, web design, fashion, film & television, photojournalism and tourism. It provides a useful background for TAFE and university courses in photography, digital imaging, fine arts and visual communications. At the end of the course students will be able to put together a portfolio to use in interviews for both further education and job purposes.

Sport, Lifestyle and Recreation Studies

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

What will I be doing in this course?

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

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

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

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

How will this course help me in the future?

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

Visual Design

Exclusions: Modules selected should avoid duplication with other Stage 6 syllabuses such as Textiles and Design, Design and Technology and Visual Arts.

What will I be doing in this course?

This course is designed to enable students to gain an increasing accomplishment and independence in the representation of their ideas in different fields of design and to understand and value how graphic, wearable, product, and interior/exterior design invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will become accomplished in their critical and historical investigations of design.

Selection of modules will be dependent upon student choice and experience.

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

- Apply OHS principles in the workplace
- Design and make publications and promotional material
- Produce illustrations and cartoons with different purposes and audiences
- Design and make interactive and multimedia works
- Design and produce clothing inspired by personal or social images
- Design and produce jewellery
- Explore and design textile art pieces
- Design and make packaging for specific purposes
- Design and make furniture, consumer products and machines for a range of purposes
- Design buildings, shelters and spaces around them
- Design and make stage sets
- Design domestic and commercial interiors

How will this course help me in the future?

Studying this course may lead to post-school study at university or TAFE or vocational training in the context of the workplace in Graphic Design.

Wearable Art

Exclusions: Projects developed for assessment are not to be used for assessment in any other subject.

Course Description

The aim of the Wearable Art course is to develop students' understanding and awareness of the diverse art and design philosophies of different cultures and develop their own perceptions of the role different cultural philosophies can play within contemporary Australia.

What will I be doing in this course?

Students will explore different, non-traditional and unusual materials which can be used to produce a successful wearable object. They will investigate the art and design practices of several cultures and begin to incorporate knowledge into their own characteristic style. Students will explore a range of different non-traditional materials including recyclables and how they can be transformed into fabric surfaces in wearable art costumes.

Experimenting with different materials and techniques for emphasising the movement of the human form through 3D and 4D space (including maquettes) will be an ongoing process.

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

- Develop an understanding of the aesthetics of art costumes as a form of three-dimensional sculpture that moves in space
- Explore a range of different non-traditional materials including recyclables and how they can be transformed into fabric surfaces in wearable art costumes
- Develop competence in a range of technical skills in media that enhance surface design and embellishment of costume, fibres and fabrics
- Explore a variety of research methods to inform design development
- Develop technical vocabulary and language skills and the ability to research and write about wearable art from around the world
- Develop a costume for a fictitious culture
- Write a short history/outline of the culture

How will this course help me in the future?

Students selecting this course should be interested in the concept of material design. Wearable Art would complement all courses available across the TAS and Visual Arts faculties. It would provide a variety of skills relevant to several commercial artistic fields including, fashion, jewellery and design. Students will be able to develop their portfolios to use in interviews for further education and employment.

Work Studies

Course Description

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

What will I be doing in this course?

The course has two core studies, and elective course modules:

- Core 1 – Work and change
- Core 2 – Experiencing work
- Modules—There are 12 elective modules which expand on the issues introduced in the core; modules are studied for either 15 or 30 hours

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

- Recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- Develop an understanding of the changing nature of work organisation and the implications for individuals and society
- Undertake an extended work placement to allow for the development of specific job-related skills
- Acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas
- Develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace

TAFE-Delivered TVET Courses

As explained on Page 16, some courses are offered for study at TAFE colleges.

The following table lists Stage 6 courses for study offered by TAFE institutes. Here, you will find a guideline to where the courses are run, and whether they can contribute to an ATAR calculation or can be used as part of a traineeship. See the Sydney Institute TVET Course Guide available at <http://sydneytafe.edu.au/sites/default/files/files/2017-TVET-Guide.pdf> for further information.

TVET Courses			
Course	Campus	ATAR?	Traineeship?
Accounting	Petersham Randwick	Yes	
Animal Care	Ultimo	No	Yes
Visual Arts and Contemporary Crafts	Enmore	No	
Automotive	Ultimo	Yes	Yes
Auto Airbrushing	Ultimo	No	
Auto Panel/paint	Ultimo	Yes	Yes
Aviation Theory	Ultimo	No	
Beauty Therapy Make up	Petersham Ultimo	No	Yes
Business Services	Petersham Ultimo	Yes	Yes
Business-Human Resources	Petersham Randwick	No	
Children's Services	Petersham Randwick	No	
Computer Aided Drafting	Petersham Ultimo	No	
Computer Assembly & Repair	Petersham Ultimo	Yes	
Construction	Randwick	Yes	Yes
Construction Floor & Wall Tiling	Randwick	No	
Design Fundamentals, Digital Fashion, Graphic Design, Interior Design, Jewellery & Object	Enmore	No	

TAFE-Delivered VET Courses

Course	Campus	ATAR?	Traineeship?
Electrotechnology	Petersham Ultimo	Yes	
Entertainment	Randwick	Yes	
Fashion Design & Technology	Ultimo	No	Yes
Floristry	Ultimo	No	Yes
Hairdressing	Petersham Ultimo	No	Yes
Health Services Assistant	Ultimo	No	Yes
Hospitality	Ultimo	Yes	Yes
Information Technology	Petersham Ultimo	Yes	Yes
Maritime Operations	Ultimo	No	
Marketing	Petersham Ultimo	No	
Media Journalism	Petersham	No	
Music Industry	Ultimo	No	
Photography	Ultimo	No	
Plumbing	Randwick	No	Yes
Property Services	Randwick Ultimo	No	Yes
Radio Broadcasting	Petersham	No	
Retail	Ultimo	Yes	Yes
Sail Making	Ultimo	No	
Screen Printing	Ultimo	No	
Sport & Recreation	Randwick	No	Yes
Screen & Media	Randwick	No	
Tourism	Ultimo	No	Yes
Tourism & Events	Ultimo	Yes	

General School Fees

The following are **general** school fees. Fees for particular courses and other school contributions can be found on the next page.

General school contribution	\$50
Technology across the school	\$50
P&C contribution	\$30
Careers	\$5

Other Administration and Curriculum Fees

Other **administration** and **curriculum** fees include:

Band membership	\$200
Instrument hire	\$120
Textbook levy	\$50* (per subject)

**\$25 will be refunded on completion of the course and texts returned in good condition*

Locker hire	\$20
Sports levy	\$25

Payment Options

Payment options include:

- **Online:** Payment can be made 'Online' through our school web page www.dhsvad.nsw.edu.au
- **Over the phone:** Payment details can be made over phone to cashier office – full details required
- **In person:** By student or Parent/Career at Cashier in Finance Office by cheque, cash or EFTPOS

Year 11 Subject Fees

A fee is charged for all Year 11 and 12 subjects. This covers resources purchased and consumables used during the courses. The following table of

Aboriginal Studies	\$40	Legal Studies	\$40
Ancient History	\$40	Mathematics Standard	\$40
Biology	\$40	Mathematics	\$40
Business Studies	\$40	Mathematics Extension 1	\$20
Chemistry	\$40	Modern History	\$40
Community & Family Studies	\$40	Music 1	\$50
Design and Technology	\$80	Music 2	\$50
Drama	\$40	Personal Development, Health and PE	\$70
Earth & Environmental	\$40	Physics	\$40
Economics	\$40	Retail Services (VET)	\$80
Engineering Studies	\$80	Society and Culture	\$40
English Standard	\$40	Studies of Religion 1	\$40
English Advanced	\$40	Studies of Religion 2	\$40
English Extension 1	\$40	Textiles and Design	\$80
English as an Additional Language/ Dialect	\$40	Visual Arts	\$190
Entertainment Industry (VET)	\$200	Ceramics	\$60
Food Technology	\$100	English Studies	\$40
Geography	\$40	Photography, Video and Digital Imaging	\$110
German Beginners	\$75	Sport, Lifestyle and Recreation Studies	\$40
Hospitality Food and Beverage (VET)	\$200	Visual Design	\$100
Industrial Technology	\$100	Wearable Art	\$80
Japanese Beginners	\$75	Work Studies	\$40
Japanese Continuers	\$75		