

The Road to Your Future 2023-2024



Stage 6 Subject Selection Booklet

Index By Faculty

SUBJECTS BEING OFFERED IN 2023-2024

Creative and Performing Arts Faculty

Contact Teacher – Mrs E Calabria

Board Developed Courses

Drama

Music 1

Visual Arts

Content Endorsed Courses

Visual Design

English Faculty

Contact Teacher – Mrs J Lindsay

Board Developed Courses

English Studies

English Standard

English Advanced

English Extension 1 & 2

Human Society and Its Environment Faculty

Contact Teacher – Mrs K Johnson

Board Developed Courses

HSC Ancient History

HSC Modern History

Business Studies

Legal Studies

Society & Culture

Mathematics Faculty

Contact Teacher – Ms J Walker

Board Developed Courses

Mathematics Standard 1

Mathematics Standard 2

Mathematics Advanced

Mathematics Extension 1

Mathematics Extension 2

Science Faculty

Contact Teacher – Mr J Watkins

Board Developed Courses

Investigating Science

Biology

Chemistry

Physics

Earth and Environmental Science

Personal Development, Health and Physical

Education Faculty

Contact Teacher – Mr C Innes

Board Developed courses

Personal Development Health and Physical Education (PDHPE)

Community and Family Studies (CAFS)

Content Endorsed Courses

Exploring Early Childhood (No ATAR)

Sport Lifestyle and Recreation Studies (No ATAR)

Technology and Applied Studies Faculty

Contact Teacher – Mrs N Maher

Board Developed Courses

Engineering Studies

Food Technology

Industrial Technology -Timber and Furniture Technologies

Vocational Education Training (VET)

VET Co-Ordinator – Mrs H Williams

Construction (Category B)

Hospitality (Category B) – Kitchen Operations

Hospitality Food and Beverage

Retail Services

Fees by Faculty

Courses available and fees payable

PLEASE NOTE: Subject fees are compulsory. They are used on equipment and consumable items directly used by students in the classroom. In some cases, fees may seem extraordinary; however, with courses that attract National Accreditation Industry standard equipment must be used.

English Faculty

Contact Teacher – Mrs J Lindsay

Board Developed Courses

English Studies
English Standard
English Advanced
English Extension 1 & 2

Mathematics Faculty

Contact Teacher – Ms J Walker

Board Developed Courses

Mathematics Standard 1
Mathematics Standard 2
Mathematics Advanced
Mathematics Extension 1
Mathematics Extension 2

Science Faculty

Contact Teacher – Mr J Watkins

Board Developed Courses

Biology	\$20.00
Chemistry	\$20.00
Physics	\$20.00
Investigating Science	\$20.00
Earth & Environmental Science	\$20.00

Human Society and Its Environment Faculty

Contact Teacher – Ms K Johnson

Board Developed Courses

Ancient History
Modern History
Society & Culture
Business Studies
Legal Studies

Technology and Applied Studies

Contact Teacher - Mrs N Maher

Board Developed Courses

Food Technology	\$100.00
Industrial Technology:	\$50.00
Timber and Furniture Technologies	
Engineering Studies	\$40.00

Creative and Performing Arts Faculty

Contact Teacher – Mrs E Calabria

Board Developed Courses

Drama	\$20.00
Music 1	\$20.00
Visual Arts	\$50.00

Content Endorsed Courses:

Visual Design	\$55.00
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Physical Development, Health and Physical Education Faculty

Contact Teacher – Mr C Innes

Board Developed Courses

Personal Development, Health and Physical Education (PDHPE)
Community and Family Studies (CAFS)

Content Endorsed Courses

Sport, Lifestyles and Recreation Studies (SLR)
Exploring Early Childhood Studies

Vocational Education Training (VET)

VET Co-Ordinator – Mrs H Williams

Hospitality - Kitchen Operations OR	\$100.00
Hospitality – Food & Beverages	\$100.00
Uniform	\$80.00 approx.
Construction	\$100.00/year
Retail Services	\$40.00



BE THE BEST THAT WE CAN BE

YEAR 11 AND YEAR 12 COURSES AT
MOUNT ANNAN HIGH SCHOOL

The Higher School Certificate recognises 13 years of schooling. At Mount Annan High School, we offer you a full range of study areas matching individual abilities, interests' and goals.

The HSC offers 2 unit and extension courses. The HSC fairly assesses each student's knowledge and skills. If you meet the minimum standard expected in a course you will receive a mark of 50. If you reach a higher standard of performance, you will receive a higher mark. For each course studied you will receive easy to understand reports which shows what you know, understand and can do.

Life in senior school is different. Here you will build on the sense of responsibility for your own education that has been developed in years 9 and 10. You already understand the importance of planning and time management so that assessment tasks are handed in on the due date or before. You have already experienced being able to research independently and prepare for tasks in class that require you to write in particular text types.

There are many different subjects that you can choose. We speak in terms of **units**:

1 unit = **4 periods per fortnight**

2 unit = **8 periods per fortnight**

Extension courses = **Up to 4 periods each subject per fortnight** (extension is only available in English, Maths and History in the Year 11 course and will need to be off the regular timetable – Study periods, Period 0-before school or after school).

Most of our students will go on to complete their schooling. About 35% of them will use their ATAR to enter university. An ATAR is an **Australian Tertiary Admission Rank**. Changes to ATAR eligibility requirements occurred for the 2006 HSC. As from the 2006 HSC, to be eligible for an ATAR a student must satisfactorily complete at least 10 units of ATAR courses.

These ATAR courses must include at least:

1. eight units from Category A courses
2. two units of English
3. three Board Developed courses of two units or greater
4. four subjects

You can choose different types of courses:

Board Developed Courses are developed centrally and offered throughout the state. They are used in the calculation of the ATAR. They are usually 2 unit courses. Included in this group are the extension courses.

Framework Vocational Education Courses are available in a number of areas at our school. We offer Kitchen Operations, Food and Beverage, Construction and Retail Services.

Content Endorsed Courses are not used in the ATAR calculation and can be 1 unit or 2 unit.

Non Framework EVET courses are vocational education courses not used in the calculation of the ATAR.

Framework EVET courses may be counted towards the calculation of an ATAR (if you have studied enough other Board developed courses). These courses are studied at a TAFE college/s off the school site.

ATAR courses are classified as either Category A or Category B courses. The criteria for Category A courses are academic rigour, depth of knowledge, the degree to which the course contributes to assumed knowledge for tertiary studies, and the coherence with other courses included in the ATAR calculations. Category B courses are those whose level of cognitive and performance demands are not regarded as satisfactory in themselves, but their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more academically demanding. These are framework VET and EVET courses.

- The Category B subjects that we offer onsite are:
- English Studies, Hospitality including Kitchen Operations and Food and Beverage, Retail Services, or Construction
- The Careers Adviser has a list of other category B courses offered at TAFE e.g. Automotive Mechanics

STEP (School To Employment Program)

A unique program called the 'School To Employment Program' (STEP) has been created out of necessity driven by student needs. STEP is a valuable program created to assist and guide students to employment while still providing an opportunity to develop and gain skills whilst at school. Students who follow this pathway are still able to satisfy the requirements to gain a HSC if they complete year 12 satisfactorily. The 6-day a fortnight set pattern of study English Studies, Mathematics Standard 1, Work Studies, SLR, a VET subject run at school (specific course TBA) and a TAFE course of your preference in the area or field you would like to pursue a career. This TAFE course will take place on the other 4 days of the fortnight.

As a part of the subject selection process, students have been provided with The Road to Your Future 2023-2024 booklet regarding various subjects and are asked to make an informed decision with their parents/carers, prior to making their selections online. STEP has a set pattern of study so that subject selection process is not required. A STEP information session is planned early next term for both nominated students and their parents/carers to outline the program and answer any questions or clarify any concerns that arise.

HSC Minimum Standard

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2021. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still:

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

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

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

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12.

Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

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

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>.

WHY SHOULD I COMPLETE 13 YEARS OF SCHOOL?

Having a YEAR 11 RoSA or the completed HIGHER SCHOOL CERTIFICATE will give you advantages after you leave school:

1. Better employment prospects: most employers are looking for some with at least 12 years of schooling.
2. You will have a wider career choice.
3. You will have wider opportunities to study at tertiary institutions.
4. You will have increased knowledge, skills and experience.
5. You will have increased maturity and confidence in dealing with people.
6. You will have better oral and written communication skills.
7. You will have a greater sense of esteem and achievement.

HOW WILL I CHOOSE MY COURSES?

There are several key considerations for you:

ABILITIES

Choose subjects in which you are capable of doing well

INTERESTS and MOTIVATIONS

Choose subjects that interest you

CAREER ASPIRATIONS and NEEDS

Keep in mind your future career plans but be realistic about your choices

CAN I CHANGE MY COURSES?

It is possible, under some circumstances, to change subjects.

It involves a significant increase in workload as you catch up with work missed.

It is much better to choose carefully and be aware of what the subject or course really entails before you commit yourself.

And remember: There are no easy options! Good things require hard work!

WHAT SHOULD I DO IF I AM NOT GOING TO DO FURTHER STUDY, LIKE UNI, AFTER THE HSC?

Whether you choose full time employment, a traineeship or an apprenticeship you still need good results and positive comments on your reports to be competitive. You should choose subjects in which you are most confident.

WHAT IF I DON'T KNOW WHAT I AM GOING TO DO AFTER LEAVING SCHOOL?

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

Why not take a look at the jobguide online? – Just google 'jobguide' (or borrow a hard copy from the Careers Adviser) for a full list of jobs by name and category. Each job explanation leads to suggestions of similar jobs which might be of interest. **ALSO CHECK WITH THE CAREERS ADVISER ABOUT WHAT SUBJECTS IN THE HSC WOULD HELP YOU IN THOSE BROAD CAREER AREAS.**

SUMMARY OF CURRICULUM REQUIREMENTS FOR THE YEAR 11 AND YEAR 12

- Compulsory English, chosen at Standard, Advanced OR English Studies
- At least 12 units in year 11
- At least 6 units of Board Developed Courses
- At least three courses of 2 units value or greater
- At least four subjects
- The Year 11 component must be studied satisfactorily before attempting the Year 12 course
- A maximum of 6 units of science subjects
- If you require an ATAR, make sure you have at least 10 units acceptable for ATAR calculation that will be studied in year 12
- Understanding of the importance of assessment in the final HSC mark – 50% is school based assessment
- Calculation of how many category A and category B courses in your pattern of study
- Only one Industrial Technology Course
- Understanding that if you choose a Framework VET course that is has work placement of up to 70 hours that is compulsory
- Calculation of the subject fees payable for your chosen subjects

Students who leave during the year or who change subjects may apply for a refund of fees as follows:

Term 1	75%	Term 2	50%
Term 3	25%	Term 4	nil

EVET COURSES STUDIED TAFE

A specific course outline of the courses is available from Mrs Page, the Careers Adviser. Make sure that you read the outline carefully, including the TIME that you are required at TAFE

Students in Years 11–12 have the option of studying VET courses at TAFE NSW or other training providers. VET (school) and EVET (TAFE) is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment). Students successfully completing a VET courses will be

entitled to credit transfer in other courses in a similar industry after leaving school by provided their qualifications to the Tertiary Institution.

All students studying an EVET course must obtain a Unique Student Identifier (USI) and provide this to the training provider prior to the commencement of the course.

Board Developed Industry Curriculum Framework Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services Hospitality, Information and Digital Technology, Human Services, Metal & Engineering, Primary Industries, Retail Services and Tourism, Travel & Events. These courses are Category B courses, mostly count for 4 units of HSC credit, include 70 hours of mandatory Work Placement and have an optional HSC examination and only **one** course can be counted in the Australian Tertiary Admission Rank (ATAR).

Content Endorsed Vocational Education and Training courses are courses based on national industry Training Packages that are endorsed by NESA, Teaching and Educational Standard for inclusion as an elective in Year 9 or 10 or in the Higher School Certificate. These courses include Animal Studies, Beauty Therapy, Fashion Design Hairdressing, Laboratory Skills, Plumbing, Sport and Recreation and many more. These courses count for 2 or 4 units of HSC credit, **do not** count towards the ATAR and do not have an optional HSC examination.

- EVET courses are delivered by either a TAFE NSW College or a Private Provider. These courses offer a broader range of subjects and should be closely related to future career or study plans.
- Attendance and progress requirements are very strict for EVET courses. If a student fails to attend some of the course or if they do not satisfactorily complete all work set, they will **FAIL** the course or may be withdrawn from the course.
- Numbers in these EVET courses will be limited as other schools will also be involved. Most students will only be able to choose **one** EVET course. If a student is not selected, they will continue to study the six subjects (12 units) chosen to study at school.
- Student Commitment – Once a student starts a course, they will be expected to commit to completing the course. Students will not be permitted to change to another course.
- Travel – Students studying EVET courses must organise their own transport arrangements to the TAFE, college or study venue, and any work placements, and make their own way home at their conclusion.
- Proposed timetabling – EVET courses are conducted on different days of the week with most classes in previous years commencing at 1:30pm and ending at 5:30pm.

Students must complete a separate EVET application form, please collect and return to Mrs Page.

*Examples of EVET courses that have been offered in previous years and **MAY** be offered in 2022.*

These are only examples of the types of courses that have run in the past. Please check with the Careers Adviser for the current list.

Accounting
Automotive Vehicle Painting
Apprenticeship
Automotive Panel Beating
Children's Services
Computer Aided Drafting (CAD)
Design Foundation Studies
Information Digital Technology
Media News Journalism
Metals and Engineering School Based
Nursing Studies
Visual Arts and Contemporary Crafts

Advertising Media
Automotive Vehicle Servicing
Automotive Mechanical
Business Services
Children's Services Extension
Construction (Carpentry)
Horticulture (Primary Industries)
Marketing
Metals and Engineering
Traineeship or Apprenticeship
Property Services Real Estate
Web Design

SOME SAMPLE PATTERNS OF STUDY

HERE ARE SOME SAMPLES ONLY IF YOU SHARE THESE STUDENTS INTERESTS YOU DO NOT HAVE TO TAKE THE SAME PATTERN!

Ellie is interested in joining the police force.

ENGLISH STANDARD
COMMUNITY & FAMILY STUDIES
LEGAL STUDIES

STANDARD MATHS
HOSPITALITY
SOCIETY & CULTURE

George is interested in designing and manufacturing because he knows that there is large skill shortage in this area in Australia.

ENGLISH STANDARD
INDUSTRIAL TECHNOLOGY
CONSTRUCTION

MATHS
CHEMISTRY
BUSINESS STUDIES

Ariel is interested in being a high school visual arts teacher.

ENGLISH ADVANCED
MODERN HISTORY
DRAMA

VISUAL ARTS
GEOGRAPHY
FOOD TECHNOLOGY

Adnan is interested in owning a McDonalds franchise.

ENGLISH ADVANCED
MATHS
RETAIL SERVICES

FOOD TECHNOLOGY
BUSINESS STUDIES

Phillipa is interested in owning her own child care facility.

ENGLISH STANDARD
MUSIC 1
HOSPITALITY VET

EARTH & ENVIRONMENTAL SCIENCE
CHILDREN'S SERVICES TVET
DRAMA

Allie is interested in being a fitness instructor and personal trainer.

ENGLISH STANDARD
BIOLOGY
SPORT LIFESTYLE & RECREATION

PDHPE
FOOD TECHNOLOGY

Lisa is interested in music composition and production, she knows this is a difficult industry to break into so is looking at teaching as a back-up plan.

ENGLISH STANDARD
MATHS
MUSIC

DRAMA
MODERN HISTORY

Tracey is very mechanically minded and would like to become an Aircraft Engineer.

ENGINEERING STUDIES
MATHS ADVANCED
ENGLISH STANDARD

INDUSTRIAL TECHNOLOGY- TIMBER
PHYSICS

Brooke loves caring for people and wants to study Nursing.

ENGLISH STANDARD
MATHS
BIOLOGY

PDHPE
CAFS

Tessa wishes to travel the world working on a cruise ship in the Hospitality Industry

ENGLISH STANDARD
MATHS
HOSPITALITY- FOOD AND BEVERAGE

FOOD TECHNOLOGY
RETAIL SERVICES

FREQUENTLY ASKED QUESTIONS

What is a Board Developed Course?

- They have HSC exams (except for Life Skills)
- Will contribute to the ATAR if you have enough
- Include some VET courses – usually the 2 year courses

What is a Board Endorsed Course?

- No HSC exams – school assessment only
- Count towards the HSC
- Do NOT count towards ATAR
- Include some VET courses

What are units?

All courses in the HSC have a unit value. Most courses are 2 unit.

- 2 units = 120 hours per year
- 2 units = 100 marks in the HSC exam
- 1 unit = 60 hours; 50 marks in HSC exam
- All 2 unit HSC courses have equal status

How will I know that my child is eligible for a HSC?

- They are doing a minimum of 12 units in the Year 11 course
- Satisfactorily completed the Year 11 course, plus 10 units in the HSC course
- Both Year 11 and HSC Courses must include:
 - 6 units from Board Developed Courses
 - 2 units of English
 - 3 courses of 2 units or greater
 - At least 4 subjects

How will I know that my child is getting an ATAR?

- Completion of at least 10 units of Board Developed Courses including at least:
 - Eight units from Category A courses (no more than two units of Category B courses)
 - Two units of English
 - Three Board Developed courses of two units or greater
 - Four subjects

Why do we only attend school 9 days a fortnight?

- Students attending school 9 days for fortnight have 245 indicative hours per 2 unit course. The day with no timetabled classes has been established for the following reasons:
 - Students with N-Award warnings **must** attend this day to clear them
 - Specific whole year study days, VET Induction day, incursions or wellbeing events are set on these days to minimise disruption to classes. Attendance of these school organised events are **compulsory**.
 - Most excursions are planned on this day to minimise disruption to other courses. This includes sports knockout teams where possible.
 - Students with practical Major Works in Industrial Technology , Visual Arts, Drama, Music etc are expected to attend school to work on their projects.
 - Students are encouraged to catch up on missed work, complete assessment tasks, do revision notes or study.

**CREATIVE AND
PERFORMING
ARTS
FACULTY
(CAPA)**

DRAMA

2 units for Year 11 and Year 12.

Board Developed Course

Course Description

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

Year 11 Course

Content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

Year 12 Course

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

Main Topics Covered

Year 11	Year 12
<ul style="list-style-type: none">• Improvisation, Playbuilding, Acting• Elements of Production in Performance• Theatrical Traditions and Performance Styles	<ul style="list-style-type: none">• Australian Drama and Theatre (Core content)• Studies in Drama and Theatre• Group Performance (Core content)• Individual Project

Particular Course Requirements

The Year 11 course informs learning in the Year 12 course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other Year 12 course when choosing Individual Projects.

MUSIC 1

2 units for Year 11 and Year 12.

Board Developed Course

Exclusions: Music 2

Course Description

In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered

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

An instrument and its repertoire
Australian music
Baroque music
Jazz
Medieval music
Methods of notating music
Music and religion
Music and the related arts
Music for radio, film, television and multimedia
Music for large ensembles
Music for small ensembles
Music in education
Music of a culture (Preliminary course)
Music of a culture (HSC course)
Music of the 18th century
Music of the 19th century
Music of the 20th and 21st centuries
Popular music
Renaissance music
Rock music
Technology and its influence on music
Theatre music

Particular Course Requirements

Year 12 Course

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

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

VISUAL ARTS

2 units for Year 11 and Year 12.

Board Developed Course

Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the Year 12 course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Course learning opportunities focus on:

Year 11	Year 12
<ul style="list-style-type: none">the nature of practice in art making, art criticism and art history through different investigationsthe role and function of artists, artworks, the world and audiences in the artworldthe different ways the visual arts may be interpreted and how students might develop their own informed points of viewhow students may develop meaning and focus and interest in their workbuilding understandings over time through various investigations and working in different forms.	<ul style="list-style-type: none">how students may develop their practice in artmaking, art criticism, and art historyhow students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigationshow students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigationshow students may further develop meaning and focus in their work.

Particular Course Requirements

Year 11	Year 12
<ul style="list-style-type: none">Artworks in at least two expressive forms and use of a process diarya broad investigation of ideas in art making, art criticism and art history.	<ul style="list-style-type: none">development of a body of work and use of a process diarya minimum of five Case Studies (4–10 hours each)deeper and more complex investigations in art making, art criticism and art history

VISUAL DESIGN

2 units for Year 11 and Year 12.

Content Endorsed Course

Course Description

This course provides students with opportunities to explore the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product, and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students develop knowledge, understanding and skills through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of design.

Main Topics Covered

Across the duration of the 240 hour course students will study 6-12 modules.

(Please note photography will be incorporated into this course as it allows for more variety and options for students to study a broad range of design and artmaking skills.)

Modules include:

Graphic Design	Publications and Information
	Illustration and Cartooning
	Interactive and Multimedia
Wearable Design	Clothing and Image
	Jewellery and Accessories
	Textiles
Product Design	Packaging
	Furniture
	Industrial
Interior/Exterior Design	Structures and Environments
	Stage Sets and Props
	Interiors

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

Particular Course Requirements

Students are required to keep a diary throughout the course.

ENGLISH FACULTY

STAGE 6 ENGLISH

Aim

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

IMPORTANT: English is a **compulsory subject in Stage 6**. Students will be enrolled into 'English' during the subject selection process. The **specific course** will be selected for each student **via consultation with the English Faculty**.

The most appropriate English course will be selected based on your academic achievement, future educational and career goals and other relevant information. Interviews with students will be conducted during the subject selection process and courses will be determined prior to the commencement of Year 11.

Students may express interest in a specific course, but placement in the course will be decided upon after interviews and consultation. For example, you will be invited into English Advanced as this is a course that requires a strength in academic success.

Summary of specific English courses:

English Studies

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts.

English Standard

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

English Advanced

The English Advanced course is designed for students to undertake the challenge of higher-order thinking and who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. These students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

English Extension

The English Extension courses provide students who undertake English Advanced and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts. **NOTE:** you can only undertake English Extension 1 (and Extension 2 in year 12) if you are placed in English Advanced. English Extension 1 and 2 are 1 Unit Board Developed courses and are studied in addition to Advanced English.

ENGLISH STUDIES

Category B

2 units for Year 11 and Year 12.

Board Developed Course.

Exclusions: English Advanced; English Standard; English EAL/D; English Extension

Course Entry Guidelines

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional Year 12 examination.
- Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies Year 12 examination will still be eligible for the HSC.
- This is a Category B course - students will only be eligible for an ATAR if this is their only Category B course.

Course Description

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. In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

Content

Year 11	Year 12
<ul style="list-style-type: none">• Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.• Students study 2–4 additional syllabus modules (selected based on their needs and interests).• Students may also study an optional teacher-developed module.	<ul style="list-style-type: none">• The Year 12 Common Content consists of one module <i>Texts and Human Experiences</i> which is also common to the Year 12 Standard and the Year 12 Advanced courses where students analyse and explore texts and apply skills in synthesis.• Students study 2–4 additional syllabus modules (selected based on their needs and interests).• Students may also study an optional teacher-developed module.

Course Requirements

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

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

Year 11	Year 12
<p>Students are required to:</p> <ul style="list-style-type: none">• read, view, listen to and compose a wide range of texts including print and multimodal texts• study at least one substantial print text (for example a novel, biography or drama)• study at least one substantial multimodal text (for example film or a television series)• be involved in planning, research and presentation activities as part of one individual and/or collaborative project• develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year• engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.	<p>In addition to the above requirements, students in Year 12 only are required to:</p> <ul style="list-style-type: none">• study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

ENGLISH STANDARD

2 units for Year 11 and Year 12.

Board Developed Course.

Exclusions: English Advanced; English Studies; English EAL/D; English Extension

Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

Content

Year 11	Year 12
<p>The course has two sections:</p> <ul style="list-style-type: none">Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning.	<p>The course has two sections:</p> <ul style="list-style-type: none">The Year 12 Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the Year 12 Standard, the Year 12 Advanced and the Year 12 English Studies courses where students analyse and explore texts and apply skills in synthesis.Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

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

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

Year 11	Year 12
<p>Students are required to study:</p> <ul style="list-style-type: none">one complex multimodal or digital text in Module A (this may include the study of film)one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poeta range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital textsa wide range of additional related texts and textual forms.	<p>Students are required to study:</p> <ul style="list-style-type: none">at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction textsat least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i>at least one related text in the <i>Common module: Texts and Human Experiences</i>.

ENGLISH ADVANCED

2 units for Year 11 and Year 12.

Board Developed Course.

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

Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

Content

Year 11	Year 12
<p>The course has two sections:</p> <ul style="list-style-type: none">• Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.• Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.	<p>The course has two sections:</p> <ul style="list-style-type: none">• The Year 12 Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the Year 12 Standard, the Year 12 Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.• Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Advanced Stage 6 course students are required to study:

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

Year 11	Year 12
<p>Students are required to study:</p> <ul style="list-style-type: none">• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts• a wide range of additional related texts and textual forms.	<p>Students are required to study:</p> <ul style="list-style-type: none">• at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used• at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i>• at least one related text in the <i>Common module: Texts and Human Experiences</i>.

ENGLISH EXTENSION

Extension 1 - 1 unit for Year 11 and Year 12.

Extension 2 - Board Developed Course

Prerequisites: English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Exclusions: English Standard; English Studies; English EAL/D.

Course Description

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Content

Year 11	Year 12
The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.	<p>English Extension 1 course – The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> <p>The electives are</p> <ul style="list-style-type: none"> • Literary homelands • Worlds of upheaval • Reimagined worlds • Literary mindscapes • Intersecting worlds <p>English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p>

Course Requirements

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

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

Year 11	Year 12
<p>Students are required to:</p> <ul style="list-style-type: none"> • examine a key text from the past and its manifestations in one or more recent cultures • explore, analyse and critically evaluate different examples of such texts in a range of contexts and media • undertake a related research project. 	<p>In the English Extension 1 course students are required to study:</p> <ul style="list-style-type: none"> • at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document) • at least TWO related texts. <p>In the English Extension 2 course students are required to:</p> <ul style="list-style-type: none"> • Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. <p>Students can choose to compose in ONE of the following forms:</p> <ul style="list-style-type: none"> • short fiction • creative non-fiction • poetry • critical response • script – short film, television, drama • podcasts – drama, storytelling, speeches, performance poetry • multimedia.

HUMAN SOCIETY AND ITS ENVIRONMENT FACULTY (HSIE)

ANCIENT HISTORY

2 units for Year 11 and Year 12.
Board Developed Course.

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Main Topics Covered

Year 11	Year 12
<p>The Year 11 course comprises three sections:</p> <ul style="list-style-type: none">• Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')<ul style="list-style-type: none">○ Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.• Features of Ancient Societies (40 indicative hours)<ul style="list-style-type: none">○ Students study at least two ancient societies.• Historical Investigation (20 indicative hours) <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>	<p>The Year 12 course comprises four sections:</p> <ul style="list-style-type: none">• Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)• One 'Ancient Societies' topic (30 indicative hours)• One 'Personalities in their Times' topic (30 indicative hours)• One 'Historical Periods' topic (30 indicative hours) <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>

Particular Course Requirements

Students complete a historical investigation research task in the Year 11 course.

MODERN HISTORY

2 units for Year 11 and Year 12.
Board Developed Course.

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Main Topics Covered

Year 11	Year 12
<p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none">• Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')<ul style="list-style-type: none">○ Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.• Historical Investigation (20 indicative hours)• The Shaping of the Modern World (40 indicative hours)<ul style="list-style-type: none">○ At least one study from 'The Shaping of the Modern World' is to be undertaken. <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>	<p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none">• Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)• One 'National Studies' topic (30 indicative hours)• One 'Peace and Conflict' topic (30 indicative hours)• One 'Change in the Modern World' topic (30 indicative hours) <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>

Particular Course Requirements

Students complete a historical investigation research task in the Year 11 course.

BUSINESS STUDIES

2 units for Year 11 and Year 12.
Board Developed Course

Course Description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Main Topics Covered

Year 11	Year 12
<p>The Year 11 course comprises of three sections:</p> <ul style="list-style-type: none">• Nature of business (20%) – the role and nature of business• Business management (40%) – the nature and responsibilities of management• Business planning (40%) – establishing and planning a small to medium enterprise	<p>The Year 12 course comprises of four sections:</p> <ul style="list-style-type: none">• Operations (25%) – strategies for effective operations management• Marketing (25%) – development and implementation of successful marketing strategies• Finance (25%) – financial information in the planning and management of business• Human resources (25%) – human resource management and business performance

LEGAL STUDIES

2 units for Year 11 and Year 12.

Board Developed Course

Course Description

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

Main Topics Covered

Year 11	Year 12
<p>The Year 11 course comprises of three sections:</p> <ul style="list-style-type: none">Part I – The Legal System (40% of course time)Part II – The Individual and the Law (30% of course time)Part III – The Law in Practice (30% of course time) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>	<p>The Year 12 course comprises of three sections:</p> <ul style="list-style-type: none">Core Part I: Crime (30% of course time)Core Part II: Human Rights (20% of course time)Part III: Two options (50% of course time) <p>Two options are chosen from:</p> <ul style="list-style-type: none">ConsumersGlobal environment and protectionFamilyIndigenous peoplesShelterWorkplaceWorld order

SOCIETY AND CULTURE

2 units for Year 11 and Year 12.

Board Developed Course

Course Description

Students are provided with essential concepts, skills, competencies and knowledge to encourage a process of independent thinking that can be used to explain patterns of behaviour, solve problems, and engage in and actively contribute to all levels of society. It also provides students with skills to critically analyse social theories and viewpoints about people, societies and cultures to promote an awareness of individuals, groups and institutions and facilitate intercultural understanding and communication.

Main Topics Covered

Year 11	Year 12
<p>The Year 11 course comprises of three sections:</p> <ul style="list-style-type: none">• The Social and Cultural World – the interactions between persons and groups within societies (30% course time)• Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings (40% of course time)• Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them (30% of course time)	<p>The Year 12 course comprises of three sections:</p> <p>Core</p> <ul style="list-style-type: none">• Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study (30% of time)• The Personal Interest Project (PIP) – an individual research project (30% of time) <p>Depth Studies (40% of course time)</p> <p>Two to be chosen from:</p> <ul style="list-style-type: none">• Popular Culture – the interconnection 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 as well as implications for individuals and groups in societies and cultures• Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Particular Course Requirements

Completion of Personal Interest Project.

Note: The Personal Interest project is marked externally by NESA.
The Personal Interest project is worth 40% of the overall HSC mark.

MATHEMATICS FACULTY

MATHEMATICS STANDARD 1

2 units for Year 11 and Year 12.

Board Developed Course.

Prerequisites: The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- Some content from Equations
- Some content from Probability.

Exclusions: Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

Course Description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.
- Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond .
- Students studying the Mathematics Standard 1 course may elect to undertake an optional Year 12 examination. The status of ATAR eligibility is not yet determined.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 1 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Content

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11	Year 12
Topic: Algebra <ul style="list-style-type: none">• Formulae and Equations• Linear Relationships Topic: Measurement <ul style="list-style-type: none">• Applications of Measurement• Working with Time Topic: Financial Mathematics <ul style="list-style-type: none">• Money Matters Topic: Statistical Analysis <ul style="list-style-type: none">• Data Analysis• Relative Frequency and Probability	Topic: Algebra <ul style="list-style-type: none">• Types of Relationships Topic: Measurement <ul style="list-style-type: none">• Right-angled Triangles• Rates• Scale Drawings Topic: Financial Mathematics <ul style="list-style-type: none">• Investment• Depreciation and Loans Topic: Statistical Analysis <ul style="list-style-type: none">• Further Statistical Analysis Topic: Networks <ul style="list-style-type: none">• Networks and Paths

MATHEMATICS STANDARD 2


2 units for Year 11 and Year 12.

Board Developed Course.

Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- Some content from Equations
- Some content from Probability.

Exclusions: Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

Students who have followed the Mathematics Standard  pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

Course Description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.
- All students studying the Mathematics Standard 2 course will sit for an Year 12 examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent Year 12 studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Content

The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11	Year 12
Topic: Algebra <ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships Topic: Measurement <ul style="list-style-type: none"> • Applications of Measurement • Working with Time Topic: Financial Mathematics <ul style="list-style-type: none"> • Money Matters Topic: Statistical Analysis <ul style="list-style-type: none"> • Data Analysis • Relative Frequency and Probability 	Topic: Algebra <ul style="list-style-type: none"> • Types of Relationships Topic: Measurement <ul style="list-style-type: none"> • Non-right-angled Trigonometry • Rates and Ratios Topic: Financial Mathematics <ul style="list-style-type: none"> • Investments and Loans • Annuities Topic: Statistical Analysis <ul style="list-style-type: none"> • Bivariate Data Analysis • The Normal Distribution Topic: Networks <ul style="list-style-type: none"> • Network Concepts • Critical Path Analysis

MATHEMATICS ADVANCED

2 units for Year 11 and Year 12.

Board Developed Course.

Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis
- and at least some of the content from the following substrands of Stage 5.3:
- Non-linear relationships
- Properties of Geometrical Shapes.

Exclusions: Students may **not** study the Mathematics Standard Year 11 course in conjunction with the Mathematics Advanced Year 11 course, or either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course in conjunction with the Mathematics Advanced Year 12 course.

Course Description

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- All students studying the Mathematics Advanced course will sit for a Year 12 examination.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs.
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning.
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role.
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Content

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:

Year 11	Year 12
Topic: Functions <ul style="list-style-type: none">• Working with Functions Topic: Trigonometric Functions <ul style="list-style-type: none">• Trigonometry and Measure of Angles• Trigonometric Functions and Identities Topic: Calculus <ul style="list-style-type: none">• Introduction to Differentiation Topic: Exponential and Logarithmic Functions <ul style="list-style-type: none">• Logarithms and Exponentials Topic: Statistical Analysis <ul style="list-style-type: none">• Probability and Discrete Probability Distributions	Topic: Functions <ul style="list-style-type: none">• Graphing Techniques Topic: Trigonometric Functions <ul style="list-style-type: none">• Trigonometric Functions and Graphs Topic: Calculus <ul style="list-style-type: none">• Differential Calculus• The Second Derivative• Integral Calculus Topic: Financial Mathematics <ul style="list-style-type: none">• Modelling Financial Situations Topic: Statistical Analysis <ul style="list-style-type: none">• Descriptive Statistics and Bivariate Data Analysis• Random Variables

MATHEMATICS EXTENSION 1

1 unit Year 11 and 1 unit Year 12.

Board Developed Course.

Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Circle Theorems
- Functions and Other Graphs.

Exclusions: Students may **not** study the Mathematics Standard Year 11 course in conjunction with the Mathematics Extension 1 Year 11 course, or either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course in conjunction with the Mathematics Extension 1 Year 12 course.

Course Description

- All students studying the Mathematics Extension 1 course will sit for an Year 12 examination.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

The study of Mathematics Advanced in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Content

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:

Year 11	Year 12
Topic: Functions <ul style="list-style-type: none">• Further Work with Functions• Polynomials Topic: Trigonometric Functions <ul style="list-style-type: none">• Inverse Trigonometric Functions• Further Trigonometric Identities Topic: Calculus <ul style="list-style-type: none">• Rates of Change Topic: Combinatorics <ul style="list-style-type: none">• Working with Combinatorics	Topic: Proof <ul style="list-style-type: none">• Proof by Mathematical Induction Topic: Vectors <ul style="list-style-type: none">• Introduction to Vectors Topic: Trigonometric Functions <ul style="list-style-type: none">• Trigonometric Equations Topic: Calculus <ul style="list-style-type: none">• Further Calculus Skills• Applications of Calculus Topic: Statistical Analysis <ul style="list-style-type: none">• The Binomial Distribution

MATHEMATICS EXTENSION 2

1 unit Year 12.

Board Developed Course - Year 12 only.

Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

Exclusions: Students may **not** study the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course in conjunction with the Mathematics Extension 2 Year 12 course.

Course Description

- All students studying the Mathematics Extension 2 course will sit for an Year 12 examination.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for the study of a wide range of useful applications of mathematics
- provides a strong foundation for further study of mathematics.

Content

The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:

Year 12
Topic: Proof <ul style="list-style-type: none">• The Nature of Proof• Further Proof by Mathematical Induction
Topic: Vectors <ul style="list-style-type: none">• Further Work with Vectors
Topic: Complex Numbers <ul style="list-style-type: none">• Introduction to Complex Numbers• Using Complex Numbers
Topic: Calculus <ul style="list-style-type: none">• Further Integration
Topic: Mechanics <ul style="list-style-type: none">• Applications of Calculus to Mechanics

SCIENCE FACULTY

INVESTIGATING SCIENCE

2 units for Year 11 and Year 12.
Board Developed Course.

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

Course Description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

Content

Year 11	Year 12
The Year 11 course consists of four modules. Module 1 Cause and Effect – Observing Module 2 Cause and Effect – Inferences and Generalisations Module 3 Scientific Models Module 4 Theories and Laws	The Year 12 course consists of four modules. Module 5 Scientific Investigations Module 6 Technologies Module 7 Fact or Fallacy? Module 8 Science and Society

Course Requirements

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

BIOLOGY

2 units for Year 11 and Year 12.
Board Developed Course.

Course Description

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Content

Year 11	Year 12
The Year 11 course consists of four modules. Module 1 Cells as the Basis of Life Module 2 Organisation of Living Things Module 3 Biological Diversity Module 4 Ecosystem Dynamics	The Year 12 course consists of four modules. Module 5 Heredity Module 6 Genetic Change Module 7 Infectious Disease Module 8 Non-infectious Disease and Disorders

Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

CHEMISTRY

2 units for Year 11 and Year 12.
Board Developed Course.

Course Description

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

Content

Year 11	Year 12
The Year 11 course consists of four modules. Module 1 Properties and Structure of Matter Module 2 Introduction to Quantitative Chemistry Module 3 Reactive Chemistry Module 4 Drivers of Reactions	The Year 12 course consists of four modules. Module 5 Equilibrium and Acid Reactions Module 6 Acid/base Reactions Module 7 Organic Chemistry Module 8 Applying Chemical Ideas

Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

PHYSICS

2 units for Year 11 and Year 12.
Board Developed Course.

Course Description

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

Content

Year 11	Year 12
The Year 11 course consists of four modules. Module 1 Kinematics Module 2 Dynamics Module 3 Waves and Thermodynamics Module 4 Electricity and Magnetism	The Year 12 course consists of four modules. Module 5 Advanced Mechanics Module 6 Electromagnetism Module 7 The Nature of Light Module 8 From the Universe to the Atom

Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

EARTH AND ENVIRONMENTAL SCIENCE

2 units for Year 11 and Year 12.

Board Developed Course.

Course Description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

Content

Year 11	Year 12
The Year 11 course consists of four modules Module 1 Earth's Resources Module 2 Plate Tectonics Module 3 Energy Transformations Module 4 Human Impacts	The Year 12 course consists of four modules Module 5 Earth's Processes Module 6 Hazards Module 7 Climate Science Module 8 Resources Management

Course Requirements

Students are provided with 15 hours of course time for Depth Studies on both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations. Depth Studies may be included in one module or across several modules.

Practical Investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and Year 12 and is an integral part of the learning process.

**PERSONAL
DEVELOPMENT
HEALTH AND
PHYSICAL
EDUCATION
FACULTY
(PDHPE)**

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

2 units for Year 11 and Year 12.
Board Developed Course

Course Description

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Two options that meet student needs will be studied.

In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Main Topics Covered

Year 11	Year 12
Core Topics (60%) <ul style="list-style-type: none">• Better Health for Individuals• The Body in Motion Optional Component (40%) <p>Students select two of the following options:</p> <ul style="list-style-type: none">• First Aid• Composition and Performance• Fitness Choices• Outdoor Recreation	Core Topics (60%) <ul style="list-style-type: none">• Health Priorities in Australia• Factors Affecting Performance Optional Component (40%) <p>Students select two of the following options:</p> <ul style="list-style-type: none">• The Health of Young People• Sport and Physical Activity in Australian Society• Sports Medicine• Improving Performance• Equity and Health

Particular Course Requirements

In addition to core studies, students select two options in each of the Year 11 and Year 12 courses.

COMMUNITY AND FAMILY STUDIES

2 units for Year 11 and Year 12.
Board Developed Course

Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Main Topics Covered

Year 11	Year 12
<ul style="list-style-type: none">• Resource Management Basic concepts of the resource management process (approximately 20% of course time).• Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time).• Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time).	<ul style="list-style-type: none">• Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).• Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time).• Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). <p><i>Year 12 Option Modules</i> Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none">• Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan.• Social Impact of Technology The impact of evolving technologies on individuals and lifestyle.• Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular Course Requirements

Students are required to complete an Independent Research Project as part of the Year 12 internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

EXPLORING EARLY CHILDHOOD

2 units for Year 11 and Year 12.

Content Endorsed Course

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services.

SPORT, LIFESTYLE AND RECREATION STUDIES

2 units for Year 11 and Year 12.

Content Endorsed 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.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

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
- Healthy Lifestyle

**TECHNOLOGY
AND APPLIED
STUDIES
FACULTY**

ENGINEERING STUDIES

2 units for Year 11 and Year 12
Board Developed Course

Course Description

Engineering Studies 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 as a team.

Main Topics Covered

<p>The Year 11 Preliminary course consists of four modules:</p> <ul style="list-style-type: none">• Engineering Fundamentals• Engineering Products• Braking Systems• Biomedical Engineering	<p>The Year 12 HSC course consists of four modules:</p> <ul style="list-style-type: none">• Civil Structures• Personal and Public Transport• Aeronautical Engineering• Telecommunications Engineering
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Note: The modules in the Preliminary course have been designed to progressively develop knowledge, understandings and skills, commencing with Engineering fundamentals module 1 and concluding with Biomedical engineering module 4.

FOOD TECHNOLOGY

2 units for Year 11 and Year 12.

Board Developed Course

Course Description

The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The Year 12 course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Main Topics Covered

Year 11	Year 12
<ul style="list-style-type: none">• Food Availability and Selection (30%)• Food Quality (40%)• Nutrition (30%)	<ul style="list-style-type: none">• The Australian Food Industry (25%)• Food Manufacture (25%)• Food Product Development (25%)• Contemporary Nutrition Issues (25%)

Particular Course Requirements

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

INDUSTRIAL TECHNOLOGY – Timber Products and Furniture Technologies

2 units for Year 11 and Year 12.

Board Developed Course

Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

Main Topics Covered

Year 11	Year 12
<p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none">• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)• Design – elements and principles, types of design, quality, influences affecting design (10%)• Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)• Production – display a range of skills through the construction of a number of projects (40%)• Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)	<p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none">• Industry Study (15%)• Major Project (60%)<ul style="list-style-type: none">○ Design, Management and Communication○ Production• Industry Related Manufacturing Technology (25%)

Particular Course Requirements

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry.

In the Year 12 course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

VOCATIONAL EDUCATION AND TRAINING

(VET)

Mount Annan High School Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

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

Optional advice for schools to modify for marketing Externally delivered Vocational Education and Training (EVET)

Students in Years 9–12 have the option of studying VET courses either at school, or through external, accredited training providers such as TAFE NSW. VET courses delivered by an external RTO/training provider to school students are known as EVET courses. Several small training providers also deliver VET training to school students.

VET courses can assist students to plan their career pathway and:

- gain practical, work-related skills to enhance employment opportunities.
- complete units that count towards school qualifications such as RoSA and HSC.
- start or complete a nationally recognised qualification while still at school.

VET assessment is competency based and students must completely satisfy all assessment requirements and be deemed competent by a qualified trainer in order to satisfy qualification requirements. Students successfully completing a VET course and achieving a Statement of Attainment may be eligible to apply for credit transfer in other courses in a similar industry after leaving school by providing their transcript to the relevant tertiary institution. All students studying a VET course must obtain a Unique Student Identifier (USI) and provide this to the training provider at the commencement of the course.

Categories of EVET courses

Board Developed Industry Curriculum Framework (ICF) Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Information Technology, Human Services, Primary Industries, Retail Services and Tourism, Travel & Events. These courses are **Category B courses**, they mostly count for 4 units of HSC credit, include 70 hours of mandatory work placement and have an optional HSC examination. Only one Category B course can be included in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses (BECs) are courses based on national industry Training Packages that are endorsed by NSW Education Standards Authority (NESA) for inclusion as an elective in Year 9 or 10 or in the Higher School Certificate. These courses include Animal Studies, Beauty Therapy, Fashion Design Hairdressing, Laboratory Skills, Plumbing, Sport and Recreation and Warehousing. Stage 6 BECs mostly count for 4 units of HSC credit, they do not count towards the ATAR and there is not a HSC exam. Stage 6 BECs may also be studied by Year 10 students as Early Commencement of Stage 6. Students in Year 9 and 10 who enroll in a Stage 6 BEC course must satisfy all RoSA requirements. Stage 5 BECs are 100 hours duration and are only available to students currently enrolled in Year 9 or in Year 10.

Delivery patterns of EVET courses

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

Specific Requirements of EVET courses

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

- **NESA requirements** for completion of course work. If a student does not satisfactorily complete course work, they may be given an “N” Determination for the course or, they may be withdrawn from the course. External RTOs will monitor attendance and send regular reports to the student’s home school.
- **Student Commitment** – Once a student starts a course, they will be expected to commit to completing it as there is significant cost involved for the NSW Department of Education. Students will not be permitted to change to another EVET course. Students who miss class work at school because of EVET course enrolments (including work placement) are responsible for following up with their teachers and catching up on missed work.
- **Travel** – Students studying EVET courses are responsible for organising their own transport to the study venue and also for making their way home at the conclusion of the class. Students are responsible for paying travel costs. Students will need to complete and submit an early leave application available from their Careers Advisor. Students will be issued with an early

leave pass that should be shown when required. Students doing EVET courses may be given compensatory study periods during the week.

- **Proposed timetabling** – students should carefully check details to see when the EVET course will be delivered. EVET courses are conducted on different days of the week with many classes commencing at 1:30pm and ending at 5:30pm. For some courses, “block” attendance during term and/or school holidays may be necessary.
- **Online courses** require students to be able to work independently, have access to digital technology and to manage their time effectively to ensure they keep up with all work requirements.
- **Mandatory Work Placement applies to many EVET courses** and gives students the chance to learn new skills and apply the skills they learn from doing the course. It also helps students to:
 - gain insights into the kind of career that they would like to have.
 - make informed decisions about further training and study.
 - become more employable.
 - be better equipped for business and employment opportunities.

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

EVET 2023 Application Process

1. **Research:** Students interested in applying for an EVET course should research the course which interests them to learn about course content and possible career paths. Detailed information sheets are available for all courses listed on the EVET portal from your Careers Adviser. Additionally, some providers also send EVET course information to schools so students should ask Careers Advisers about this.
2. **Submit:** Students complete a detailed **Expression of Interest (EOI)** form (available from the Careers Adviser). Parents or guardians are required to sign the EOI to indicate their awareness of course requirements, as well as the level of commitment required by students. All students will need their ERN and NESA number to complete this form.
3. **Interview:** Some schools will require students to participate in an interview to discuss the reasons for applying for the course. Students will be expected to explain why enrolling in the course is important to future career planning and demonstrate a commitment to successfully completing the course. Parents may be asked to participate in these interviews. Where applicable, students may also need to participate in mandatory interviews and application processes as required by an RTO. Failure to participate in these processes will mean that the application will not be considered.
4. **Apply:** The closing date for 2023 EVET applications will be late in Term 3 (the exact date is yet to be finalised) Offers will be made from early November.

Expressing an interest in an EVET course does not guarantee that a student will be made an offer, nor that the course will be delivered in 2023. Some courses are very popular, and the number of applications exceeds available places. Occasionally, there may not be enough applications to form a class for some courses and the class will be cancelled.

EVET Providers

1. **NSW TAFE** is the largest provider of EVET course and the term ‘TVET’ refers to EVET programs delivered by TAFE NSW. TAFE NSW delivers EVET courses at a number of locations which students in Sydney may be able to access including:
 - **TAFE NSW Sydney Region** - Enmore, Gymea, Loftus, Meadowbank, Petersham, Randwick, St George, St Leonards and Ultimo TAFE colleges
 - **TAFE NSW Western Sydney Region** - Bankstown, Campbelltown, Granville, Lidcombe, Ingleburn (MBISC), Liverpool, Macquarie Fields, Miller, Padstow, Wetherill Park, Blacktown, Kingswood, Nepean and Nirimba TAFE colleges.
 - **TAFE Illawarra Region** - Moss Vale, Wollongong, and Goulburn TAFE Colleges.
 - **TAFE Digital** offers a large number of online EVET courses each year
2. **Private RTOs** - other RTOs which deliver EVET courses include:
 - **Whitehouse Institute Pty Ltd** - offers design fundamentals courses. This RTO is located in central Sydney and courses are delivered during school holiday periods.
 - **NSW Health RTO**- offers Human Services nursing courses at several locations including Bankstown, Campbelltown, Concord, Fairfield, Liverpool, Rozelle and Bowral.
 - **Taronga Institute RTO** - offers animal studies courses at Taronga Zoo, Mosman.
 - **UAVAIR** – delivers aviation remote pilot courses. Delivery locations vary each year.

- **Academy of Interactive Entertainment** – offers online creative industries courses both online and at a Sydney campus.
- **Australian Careers Business College** - offers courses such as financial services, business services and child studies. Course delivery may be online or at sites such as Liverpool, Parramatta, and Wollongong.

Students should speak to their Careers Adviser about the full list of courses that will be available in 2023.



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING 2023 CONSTRUCTION COURSE DESCRIPTION

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

Course: **Construction**
Board Developed Course

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

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

CPC20211 Certificate II in Construction Pathways *
Based on Construction, Plumbing and Services Training Package Version Release 5 (CPC08 v9.8)

Mandatory Units of Competency

CPCCCM1012A Work effectively and sustainably in the construction Industry

CPCCCM1013A Plan and organise work
CPCCCM1014A Conduct workplace communication
CPCCCM1015A Carry out measurements and calculations
CPCCCM2001A Read and interpret plans and specifications
CPCCCM2005B Use construction tools and equipment
CPCCWHS1001 Prepare to work safely in the construction industry
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Electives 6 out of the following

CPCCJN2001A Assemble components AND
CPCCJN2002B Prepare for off-site manufacturing process OR
CPCCWF2001A Handle wall and floor tiling materials AND
CPCCWF2002A Use wall and floor tiling tools and equipment OR
CPCCBL2001A Handle and prepare bricklaying and blocklaying materials AND
CPCCBL2002A Use bricklaying and blocklaying tools and equipment

CPCCCA2011A Handle carpentry materials
CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground
CPCCCO2013A Carry out concreting to simple form

Additional units required to attain a HSC credential in this course

CPCCCM2006B Apply basic levelling procedures
CPCCWHS1001 Prepare to work safely in the construction industry.

The construction induction certificate (CIC or white card) will be issued by SafeWork NSW upon provision of evidence from an RTO that this competence has been achieved. This will allow student access to construction sites across Australia for work purposes.

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

*** NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways and Statement of Attainment toward CPC20120 will be delivered, subject to NESA approval**

Recommended Entry Requirements

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

Examples of occupations in the construction industry:

▪ building ▪ bricklaying ▪ concreting ▪ carpentry ▪ shop fitting ▪ joinery

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$ 100 per year (includes the cost of MANDATORY white card training)

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

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

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



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2023 HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Hospitality - Food and Beverage**
Board Developed Course

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

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

SIT20316 Certificate II in Hospitality
Based on SIT Tourism, Travel and Hospitality training package
(Release 1.2)

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

SITXCOM001	Source and present information
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITXFSA002	Participate in safe food handling practices
BSBSUS201	Participate in environmentally sustainable work practices
SITHFAB004	Prepare and serve non-alcoholic beverages
SITXFSA001	Use hygienic practices for food safety
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$100.00

Refund Arrangements on a pro-rata basis

Consumables \$

Please see your VET teacher to enquire about financial assistance

Uniform \$ 50

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

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



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2023 RETAIL SERVICES COURSE DESCRIPTION

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

Course: **Retail Services**

2 or 4 Preliminary and/or HSC units in

total

Board Developed Course
(ATAR)

Category B for Australian Tertiary Admission Rank

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

SIR30216 Certificate III in Retail

Based on SIR Retail Services Training Package (Release 7.0)

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
SIRXRSK001	Identify and respond to security risks
SIRXSLS001	Sell to retail customer
SIRXWHS002	Contribute to workplace health and safety

Electives

SIRXIND002	Organise and maintain the store environment
SIRRINV002	Control stock
SIRRMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock

Additional for HSC requirements

SIRXSLS002	Follow point of sale procedures
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Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.

Example of occupations in the Retail Industry

- | | |
|------------------------------|----------------------|
| ▪ buyer | ▪ sales person |
| ▪ customer service assistant | ▪ visual merchandise |
| ▪ stock controller | ▪ merchandise |

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$40.00

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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

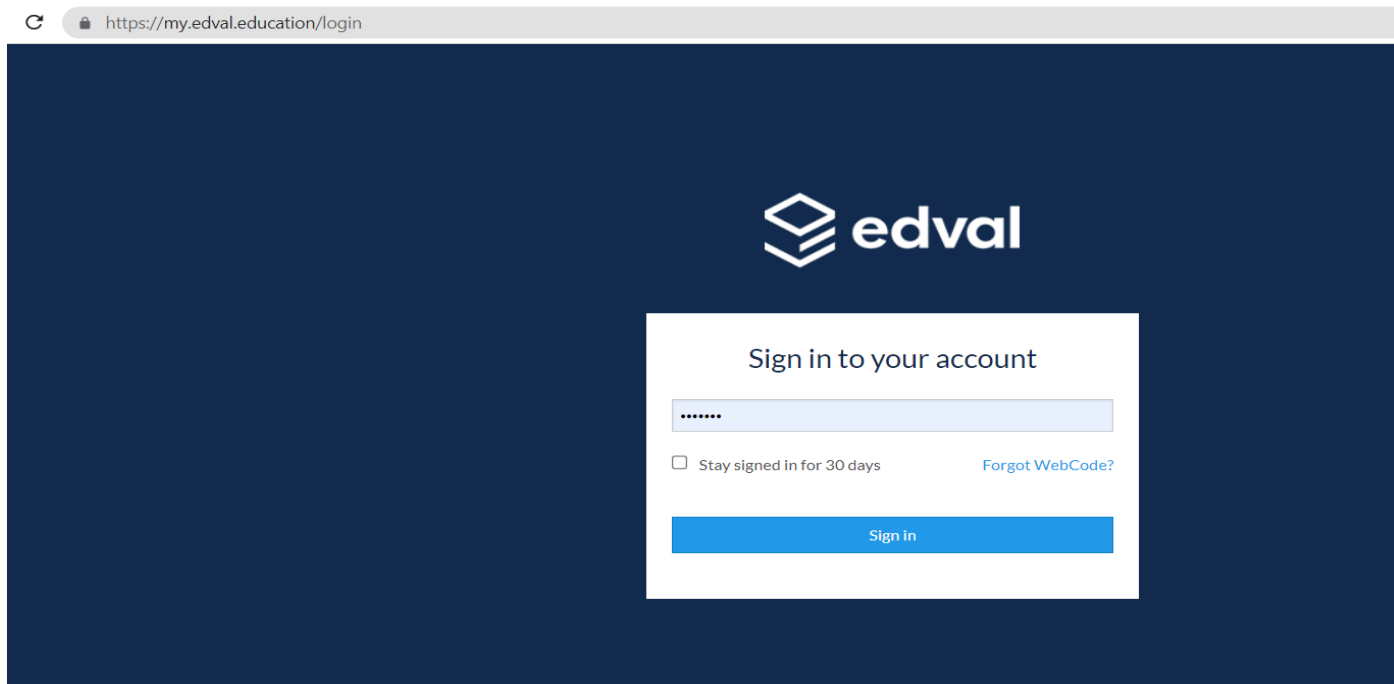
Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

How do I choose my subjects?

1. Logon to the Student Portal and access your student email.

[Student Portal - NSW Department of Education](https://portal.det.nsw.edu.au)
<https://portal.det.nsw.edu.au>

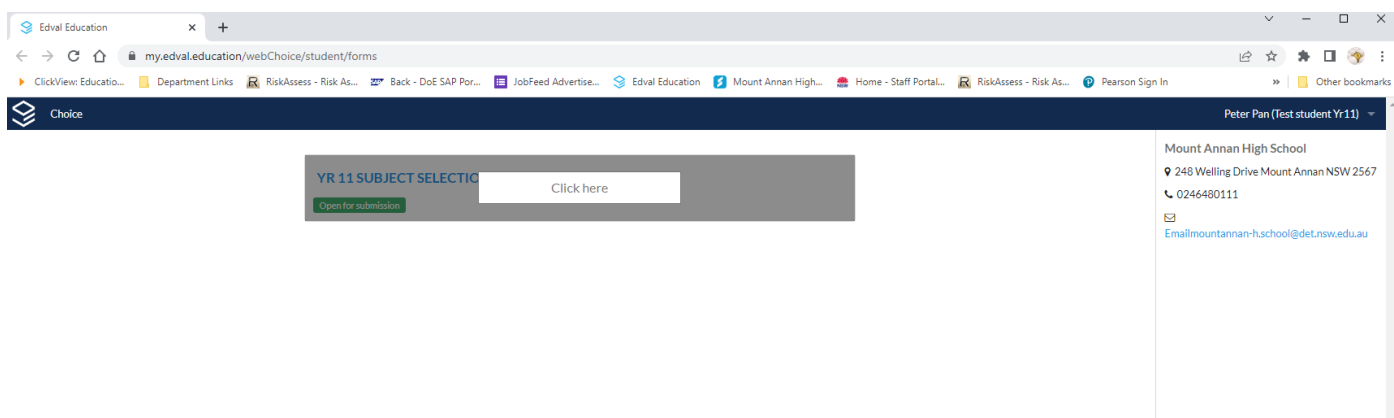
2. Access your individual WebCode from “Edval Education”
3. Open your internet browser (eg; Google Chrome) and type into the address bar the following web address my.edval.education

A screenshot of a web browser showing the login page for Edval. The address bar displays 'https://my.edval.education/login'. The page has a dark blue background with the 'edval' logo in the center. Below the logo is a white box containing the text 'Sign in to your account'. Inside this box, there is a password field with a masked password '*****', a checkbox for 'Stay signed in for 30 days', a link for 'Forgot WebCode?', and a blue 'Sign in' button.

4. Type in your individual access code and click “sign in”.

Please note: this code is issued individually. Do not use another students access code and do not share your code with others.

5. Click on “Year 11 Subject Selection 2023”

A screenshot of a web browser showing the 'webChoice/student/forms' page. The address bar shows 'my.edval.education/webChoice/student/forms'. The page has a dark blue header with the 'Choice' logo on the left and the user name 'Peter Pan (Test student Yr11)' on the right. The main content area is white and features a section titled 'YR 11 SUBJECT SELECTION' with a green 'Open for submission' button and a 'Click here' button. On the right side, there is a sidebar with contact information for Mount Annan High School, including the address '248 Welling Drive Mount Annan NSW 2567', phone number '0246480111', and email 'Emailmountannan-h.school@det.nsw.edu.au'.

6. Choose your subjects!

Yr 11 Subject Selection 2023

Main Units	Subject	Units
English *	English	2
Priority 2	No selection	0
Priority 3	No selection	0
Priority 4	No selection	0
Priority 5	No selection	0
Priority 6	No selection	0
Total		2

Reserve Units	Subject	Units
Reserve 1	No selection	0
Reserve 2	No selection	0
Reserve 3	No selection	0
Total		0

Hints and tips:

- English is a mandatory subject and has been automatically selected for you. The 'type' of English you study (eg; Standard, Advanced, Extension) will be determined after the subject selection checking process with the HT English and a Deputy Principal.
- Extension subject options will occur through discussion with HT Maths and English.
- Choose your subjects in order of priority that best meets the needs of your particular pattern of study.
- You must have selected a total of 12 units of subjects for Year 11.
- Reserve subjects may be allocated if main units do not run in 2023. Ensure you select the reserve units in order of preference.
- You must submit your subject choices by **Week 10 FRIDAY 1ST JULY 2022**.

7. Press "Submit"

Congratulations! You have chosen your subjects for Year 11 2023.