

KANAHOOKA HIGH SCHOOL



STAGE 6 SUBJECT SELECTION 2018



Drawing by
Claudine C
Year 12 - 2017
"Self Portrait"



Drawing by Claudine C
Year 12 - 2017
"1.20am"



Coloured drawing by Ace C
Year 11 - 2017
"Mt Keira Escarpment"

Choosing your HSC Pathway

1. Each subject is worth 2 units, and you must have 12 units (6 subjects).
2. Maths and English are compulsory. This equals 4 units.
3. Choose a level of Maths and English that matches your strengths.

Using the Colour Coding Guide	
Board Developed Courses Category A	<ul style="list-style-type: none">• Developed by NSW Education Standards Authority (NESA)• Compulsory HSC exam• Contributes to the ATAR
Vocational Education and Training (VET) Category B	<ul style="list-style-type: none">• Developed by NSW Education Standards Authority (NESA)• Nationally recognised VET qualification (Certificate or Statement of Attainment)• One VET subject can contribute to the ATAR
Board Endorsed Courses	<ul style="list-style-type: none">• Endorsed by NSW Education Standards Authority (NESA)• Do not count towards the ATAR

Pathway to University ATAR

- English + Maths + 4 other subjects
- You will need an ATAR
- One VET course may contribute to the ATAR

Transition to Work or Further Study

- English + Maths + 4 other subjects
- You do not need an ATAR
- You are strongly advised to choose one or more VET subjects that will give you an extra qualification to assist with job search

Unsure about your pathway?

- Keep your options open by combining ATAR with VET subject

Courses on Offer at Kanahooka High School

ATAR (blue) Category A		
English Advanced Extension Standard Creative and Performing Arts Dance Drama Music 1 Visual Arts HSIE Aboriginal Studies Ancient History Business Studies Geography Legal Studies Modern History Society and Culture	Languages Japanese Beginners Mathematics Mathematics Mathematics Extension 1 Mathematics Standard (Year 11) Mathematics Standard 2 (Year 12) Personal Development, Health and Physical Education Community and Family Studies PD/H/PE	Sciences Biology Chemistry Investigating Science Physics Technology and Applied Studies - Home Science and Industrial Arts Food Technology Industrial Technology - Timber & Furniture Technologies

Board Developed Category B	
HSC VET (green)	Maths and English
Construction Hospitality Retail Services	English Studies Mathematics Standard 1 (Year 12)

One VET course maybe included in the ATAR

Non ATAR (yellow) Board Endorsed Courses	
English Studies Exploring Early Childhood Marine Studies Mathematics Standard 1 (Year 12)	Sport Lifestyle and Recreation Studies Visual Design Work Studies

Stage 6 Life Skills Courses

Students who are studying a mainstream curriculum may also opt to do a course or courses at a Life Skills level. Students may apply for this through the Stage 6 Deputy Principal.

STANDARD ENGLISH

This course suits students who:

- Want an ATAR for University or skills for further study

Course Description:

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, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Main Topics Covered:**Year 11 Course:**

- Reading to Write - Transition to Senior English
- Contemporary Possibilities
- Close Study of Literature

Year 12 Course:

- Texts and Human Experiences
- Language, Identity and Culture
- Close Study of Literature
- The Craft of Writing

Particular Course Requirements:

Students will study and analyse one of each of the following texts:

- Prose fiction (novel or collection of short stories)
- Drama OR Poetry
- Non-fiction OR Media OR Film
- TWO short texts for The Craft of Writing
- One related text for the Common Module

Assessment:

The Year 11 course will have THREE (3) internal assessments.

The Year 12 course will have FOUR (4) internal assessment tasks.

The HSC examination format is yet to be confirmed. Students will undertake either a three hour paper in one session OR two papers across two days which will be two hours each.

Fee: \$40

Contact Person: Ms Etheridge

ADVANCED ENGLISH

This course suits students who:

- Want an ATAR for University

Course Description:

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives.

Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Main Topics Covered:**Year 11 Course:**

- Reading to Write
- Narratives that Shape Our World
- Critical Study of Literature

Year 12 Course:

- Texts and Human Experience
- Textual Conversations
- Critical Study of Literature
- The Craft of Writing

Particular Course Requirements:

Students will study and analyse one of each of the following texts:

- Shakespeare play
- Prose fiction (novel or collection of short stories)
- Drama OR Poetry
- Non-fiction OR Media OR Film
- TWO short texts for The Craft of Writing
- One related text for the Common Module

Assessment:

The Year 11 course will have THREE (3) internal assessments.

The Year 12 course will have FOUR (4) internal assessment tasks.

The HSC examination format is yet to be confirmed. Students will undertake either a three hour paper in one session OR two papers across two days which will be two hours each.

Fee: \$40

Contact Person: Ms Etheridge

EXTENSION ENGLISH

This course suits students who:

- Want an ATAR for University or skills for further study

Course Description:

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions.

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

Main Topics Covered:**Year 11 Course:**

- Texts, Culture and Value
- Related Research Project

Year 12 Course:

- Literary Worlds
- (Elective to be selected from five possibilities)

Particular Course Requirements:

Students will study:

- at least three of the prescribed texts (including at least two extended print texts)
- other texts of their own choosing.
- At least two related texts must be studied.
- Texts can be drawn from a range of times, contexts and media.

Assessment:

The Year 11 course will have THREE (3) internal assessments.

The Year 12 course will have THREE (3) internal assessment tasks. A mandatory creative response will be part of the Year 12 assessment.

Students may complete an optional HSC exam.

Fee: \$40

Contact Person: Ms Etheridge

ENGLISH STUDIES

ENGLISH STUDIES

This course suits students who:

- Want an alternative to the English Standard course to proceed directly to employment or vocational training
- Want an ATAR for University or skills for further study

Course Description:

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.

Main Topics Covered:**Year 11 Course:**

- Achieving through English: English in Education, Work and the Community
- Two to four modules, selected from a list of fourteen possibilities

Year 12 Course:

- Texts and Human Experiences
- Two to four modules, selected from a list of fourteen possibilities

Particular Course Requirements:

Students will study and analyse each of the following texts:

- One prescribed text for the Mandatory Common Module
- One related text for the Mandatory Common Module

Assessment:

The Year 11 course will have THREE (3) internal assessments.

The Year 12 course will have FOUR (4) internal assessment tasks, one of which is a mandatory portfolio of class work.

Students will have the option to elect to sit the HSC and complete the Mandatory Common Module question to receive an ATAR. Students who do not sit the examination will not receive an ATAR.

Fee: \$40

Contact Person: Ms Etheridge

JAPANESE BEGINNERS

This course suits students who:

- Want an ATAR for University or skills for further study

Course Description:

In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

Topics studied through two interdependent perspectives, *the personal world* and *the Japanese-speaking communities*; provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered:

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

Particular Course Requirements:

Nil

Assessment:

Speaking and written testing components

Fee: \$40

Contact Person: Mrs Shoebridge

DANCE

This course suits students who:

- Want an ATAR for University or skills for further study

Course Description:

Through the study of dance as an art form, students learn through dance performance. That is, the knowledge, understanding and skills in physically preparing the body to dance (Dance Technique) and the application and demonstration of knowledge, understanding and skills in a 'Dance/Work', they learn through dance composition.

The Dance Stage 6 course equips students with life skills while also providing continuity with many tertiary and industry courses. Students who study the Dance Stage 6 course acquire skills and knowledge that give them access to professional employment in dance, the performing arts and the entertainment and leisure industries.

Main Topics Covered:**Performance:**

Performance consists of three areas of study. Firstly, the knowledge, understanding and skills that physically prepare the body for dance, the physical preparation is applied to dance performance in the context of safe dance practice and finally dance technique and performance applied to a 'Dance'.

Composition:

Composition provides students firstly with opportunities to develop knowledge and understanding of the theories, principles, processes and practices of composition. Secondly, students develop their skills in composition that enable students to make choices in their own choreographic process.

Appreciation:

In Appreciation, students have the opportunity to study specific choreographers and prescribed works from the past 200 years. Students apply the knowledge, skills and understanding gained from analysis, writing and criticism to the in-depth study of a prescribed choreographer and their work.

Year 11:

1. **'Falling Angels'** by Jiri Kylian
2. **'Niche'** by Sue Healey
3. **'Ochres'** Stephen Page (Bangarra Dance Theatre)

Year 12:

1. **'Fine Line'** film by Sue Healey (2003)
2. **'Sarabande'** by Jiri Kylian (1990)

Particular Course Requirements:**Core Performance:**

The student will present a solo 'Dance' of between 3 and 5 minutes duration based on *Dance Technique*.

Core Composition:

The student choreographs a solo 'Dance' of between 3 and 5 minutes duration to be performed by another student from the school who is not the choreographer.

Major Study - Performance:

The student will present a solo 'Work' of between 4 and 6 minutes duration.

Process diary:

Each student is required to keep a process diary of his/her involvement in, and reflections on, the development of all practical core and major study components.

Assessment:

The Year 11 and Year 12 course will both have THREE (3) internal assessments. All three tasks will include Performance, Composition and Appreciation components.

Fee: \$40

Contact Person: Ms Page

DRAMA

This course suits students who:

- Want an ATAR for University or skills for further study

Course Description:

In Drama, students can investigate, shape, and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. By studying this major art form, students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre, students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre.

The study of Drama will develop the talents and capacities of all students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem.

Main Topics Covered:**Year 11:**

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

Year 12:

- Australian Drama and Theatre
- Studies in Drama and Theatre
- Group Performance
- Individual Project

Particular Course Requirements:

- Year 11 of Drama will prepare students for the Making, Performance and Critical Analysis components of the Year 12 Drama course
- In Year 12, students will complete essays on plays studied and performed in class, a Group Performance, and an Individual Project. For the Individual Project, students will have the choice to create one of the following:
 - Critical Analysis
 - Design
 - Performance
 - Script-Writing
 - Video Drama
- Students are required to complete a logbook of their involvement in, and reflections on, the development of all practical study components

Assessment:

The Year 11 course will have THREE (3) internal assessments. The Year 12 course will have FOUR (4) internal assessments. All tasks will include Making, Performance, and Critical Analysis components. In Year 12, students will be assessed by external examiners in Term 3, on their Group Performance and Individual Project.

Fee: \$40

Contact Person: Ms Page

MUSIC 1

This course suits students who:

- Want an ATAR for University or skills for further study

Course Description:

The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school.

The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields.

Main Topics Covered:

- An instrument and its repertoire
- Music for small ensembles
- Music of the 20th and 21st centuries

Particular Course Requirements:

- Core Aural - 1 hour written exam demonstrating ability to comment on the use of the concepts in recorded excerpts from a range of genres
- Core Performance - compose, improvise and notate in a variety of musical styles
- Core Musicology - this can include essays, research and delivery of discussions that involved recorded excerpts and demonstrations of techniques on instruments
- Core Composition - compose, improvise and notate in a variety of musical styles
- Choose THREE (3) electives in the Year 12 course from any combination of Performance, Composition and Musicology

Assessment:

The Year 11 course will have a minimum of FOUR (4) internal assessments in the components aural, musicology, performance and composition.

In the Year 12 course, the core components of aural, musicology, performance and composition are assessed.

Students also choose electives in Performance, Musicology or Composition.

Fees: \$60

Contact Person: Ms Dedini

VISUAL ARTS

This course suits students who:

- Want an ATAR for University or skills for further study

Course Description:

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the 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.

Year 11 Course learning opportunities focus on:

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

Year 12 Course learning opportunities focus on:

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

Particular Course Requirements:**Year 11 Course:**

- artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history

Year 12 Course:

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

Assessment:

External Assessment (Year 12 course only)

- A written paper
- Submission of a body of work

Internal Assessment

- Development of the body of work
- Art criticism and art history

Fee: Year 11- \$70

Contact Person: Mr Traicevski

ABORIGINAL STUDIES

This course suits students who:

Want an ATAR for University or skills for further study

Course Description:

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study, students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

Main Topics Covered:**Year 11 Course:**

Pre-contact to 1960's (120 indicative hours)

Part I - Aboriginality and the Land

Part II - Heritage and Identity

Part III - International Indigenous Community: Comparative Study

Part IV - Research and Inquiry Methods: Local Community Case Study

An aspect of the local community from pre-contact to the present

Year 12 Course:

1960's onwards (120 indicative hours)

Part I - Social Justice and Human Rights Issues

A - Global Perspective

AND

B - Comparative Study

A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics:

1. Health
2. Education
3. Housing
4. Employment
5. Criminal Justice
6. Economic Independence

Different communities may be studied for each topic.

Part II - A case study of an Aboriginal community for each topic

A. Aboriginality and the Land

OR

B. Heritage and Identity

Part III - Research and Inquiry Methods - Major Project

A student's Major Research project on an aspect of the HSC course.

Assessment:

External Assessment (HSC Course).

Major Project.

Fee: \$40

Contact Person: Ms Burns

ANCIENT HISTORY

This course suits students who:

Want an ATAR for University or skills for further study

Course Description:

The Year 11 course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The Year 12 course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personalities.

Main Topics Covered:**Year 11 Course:**

- **Part I: Introduction**
 - Investigating the past: History, Archaeology and Science
 - At least 2 Case Studies (one from List A and one from List B)
- **Part II: Studies of Ancient Societies, Sites and Sources**
 - At least ONE study to be chosen
- **Part III: Historical Investigation**
 - The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group

Year 12 Course:

- **Part I: Core Study**
 - Cities of Vesuvius - Pompeii and Herculaneum (30 hours)
- **Part II:**
 - ONE Ancient Society (30 hours)
- **Part III:**
 - ONE Personality in their Times (30 hours)
- **Part IV:**
 - ONE Historical Period (30 hours)

Particular Course Requirements:

In the Year 11 course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

Assessment:

In Year 11, 3 internal assessment tasks will be completed. In Year 12 a maximum of 4 internal assessment tasks will be completed.

External Assessment: Ancient History has a mandatory HSC exam and this exam must be completed satisfactorily for course completion.

History Extension: A 1 Unit extension course for talented students in Year 12

Fee: \$40

Contact Person: Mrs Nyman

BUSINESS STUDIES

This course suits students who:

Want an ATAR for University or skills for further study

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 resources 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.

Year 11 Course:

- Nature of business - the role and nature of business
- Business management - the nature and responsibilities of management
- Business planning - establishing and planning a small to medium enterprise

Year 12 Course:

- Operations - strategies for effective operations management
- Marketing - development and implementation of successful marketing strategies
- Finance - financial information in the planning and management of business
- Human resources - human resource management and business performance

Assessment:

External Assessment (HSC course only)

A three hour written examination

Fee: \$40

Contact Person: Mrs Lucas

GEOGRAPHY

This course suits students who:

Want an ATAR for University or skills for further study

Course Description:**Year 11 Course:**

Investigates 2 Areas of Study:

- Biophysical Interactions and Global Challenges
- Human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

Year 12 Course:

The HSC course looks at 3 Areas of Study:

- Ecosystems at Risk - the functioning of ecosystems, their management and protection
- Urban Places - study of cities and urban dynamics
- People and Economic Activity - geographic study of economic activity in a local and global context

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

The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends.

Assessment:

External Assessment (Year 12 course only)

A three hour written examination

Fee: \$40

Contact Person: Mrs Nyman

LEGAL STUDIES

This course suits students who:

Want an ATAR for University or skills for further study

Course Description:

The Year 11 course develops student's 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.

Year 11 Course:

- Part I - The Legal System
- Part II - The Individual and the Law
- Part III - The Law in Practice

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.**

Year 12 Course:

- Core Part I - Crime
- Core Part II - Human Rights
- Core Part III - Two options

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order

Each topic's **themes and challenges** should be integrated into the study of the topic.

Key themes incorporated across all topics:

- Justice, law and society
- Culture, values and ethics
- Conflict and co-operation
- Continuity and change
- Legal processes and institutions
- Effectiveness of the legal system
-

Particular Course Requirements:

No special requirements

Assessment:

External Assessment (Year 12 course only)
3 hour examination

Fee: \$40

Contact Person: Mrs Lucas

MODERN HISTORY

This course suits students who:

Want an ATAR for University or skills for further study

Course Description:

The Year 11 course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the 19th Century to the present using the methods of historical inquiry.

The Year 12 course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the 20th Century, ONE personality and ONE international study in peace and conflict.

Main Topics Covered:**Year 11 Course:****Investigating Modern History** (60 hours)

- The Nature of Modern History
- At least TWO Case Studies should be undertaken (One from List A and one from List B)

Historical Investigation (20 hours)

- The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group

The Shaping of the Modern World (40 hours)**Year 12 Course:**

- **Part I: Core Study:** Power and Authority in the Modern World 1919-1946 study (30 hours)
- **Part II:** National Studies (30 hours)
- **Part III:** Peace and Conflict C20th (30 hours)
- **Part IV:** Change in the Modern World (30 hours)

Particular Course Requirements:

In the Year 11 course:

- One Case Study must be from Europe, North America or Australia (see list A on p.18 of the syllabus)
- One Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus)

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the Year 12 Modern History or History Extension courses.

Assessment:

In Year 11, 3 internal assessment tasks will be completed. In Year 12, a maximum of 4 internal assessment tasks will be completed.

External Assessment: Modern History has a mandatory HSC exam and this exam must be completed satisfactorily for course completion.

Fee: \$40

Contact Person: Mr Knowles

SOCIETY AND CULTURE

This course suits students who:

Want an ATAR for University or skills for further study

Course Description:

Society and Culture integrates concepts and applies methods to the subject matter.

The concepts are tools to organise and to further understand the subject matter. They spiral through the course and are classified as fundamental, additional and related.

The fundamental course concepts are:

- persons
- society
- culture
- environment
- time

The fundamental course concepts are central to understanding the interactions in society at the micro, meso and macro levels. To comprehend any group of people, it is important to understand that there is a two-way interaction between any combination of the fundamental course concepts.

The additional course concepts are:

- power
- authority
- gender
- identity
- technologies
- globalisation

The additional course concepts help us to understand and analyse the interactions between the fundamental course concepts. These additional course concepts are important when analysing and understanding the interactions of society at the micro, meso and macro levels.

Topics Covered Year 11:

- The Social and Cultural World
- Personal and Social Identity
- Inter-cultural Communication

Topics Covered Year 12:

- Personal Interest Project
- Social and Cultural Continuity and Change
- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social conformity and Non Conformity

Particular Course Requirements:

For the Year 11 course:

- 120 indicative hours are required to complete this course

For the Year 12 course:

- 120 indicative hours are required to complete this course
- completion of a Personal Interest Project is a prerequisite of completing this course

Assessment:

Year 11 and Year 12 school-based assessment

Year 11 and Year 12 mandatory components and weightings

External assessment requirements including HSC examination specifications

Personal Interest Project Year 12

Fee: \$40

Contact Person: Mr Panecasio

MATHEMATICS

This course suits students who:

Want an ATAR for University or skills for further study

2 units for each of Year 11 and Year 12 Board Developed Course

Prerequisites:

For students who intend to study the Mathematics course, it is recommended that they study some of the *Trigonometry* and *Deductive Geometry* from Stage 5.3 of *Mathematics Years 7-10 Syllabus*, if not all of the content.

Course Description:

The course is for students who have demonstrated general competence in the skills of Stage 5 Mathematics. The course is a sufficient basis for further studies in mathematics as a minor discipline at a tertiary level in support of courses such as the life sciences or commerce.

Main Topics Covered:**Year 11 Course: (120 hours)**

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry - geometrical properties
- Tangent to a curve and derivative of a function

Year 12 Course: (120 hours)

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

Assessment:

External Assessment (Year 12 course only)
A 3 hour written examination

Fee: \$40

Contact Person: Mrs Lewis

MATHEMATICS EXTENSION 1

This course suits students who:

Want an ATAR for University or skills for further study

1 unit in each of Year 11 (*Year 11 Mathematics Extension 1*) and Year 12 Board Developed Course

Prerequisites:

For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics *Curve Sketching and Polynomials*, *Functions and Logarithms*, and *Circle Geometry of Mathematics Years 7-10 Syllabus*.

Course Description:

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences.

Main Topics Covered:**Year 11 Course: (120 hours)**

- Other inequalities
- Further geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Mathematics Preliminary course topics

Main Topics Covered:**Year 12 Course: (120 hours)**

- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$
- Equation $\frac{dN}{dt} = k(N - P)$
- Velocity and acceleration as a function of x
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

Assessment:

External Assessment (Year 12 course only)

Two written examination papers

One paper is identical to the paper of 3 hours' duration for the 2 Unit Mathematics course

The other paper is based on the Extension 1 course and is of 2 hours duration

Fee: \$40

Contact Person: Mrs Lewis

COURSE: MATHEMATICS STANDARD		Course No: 15230
COURSE: MATHEMATICS STANDARD 1 IN YEAR 12		
COURSE: MATHEMATICS STANDARD 2 IN YEAR 12		
Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses. Prerequisites: Preliminary Mathematics Standard provides an appropriate course of study for students who have demonstrated competence in mathematics up to and including at least Stage 5.1 by the end of Year 10.		Exclusions: Students may not study any other mathematics course in Stage 6.
Course Description: Year 11 Course Structure and Requirements The Year 11 course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.		
Year 11 course (120 hours)	Year 12 course (120 hours) Mathematics Standard 1	Year 12 course (120 hours) Mathematics Standard 2
Algebra MS-A1 Formulae and Equations MS-A2 Linear Relationships	Algebra MS-A3 Types of Relationships	Algebra MS-A4 Types of Relationships
Measurement MS-M1 Applications of Measurement MS-M2 Working with Time	Measurement MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings	Measurement MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios
Financial Mathematics MS-F1 Money Matters	Financial Mathematics MS-F2 Investment MS-F3 Depreciation and Loans	Financial Mathematics MS-F4 Investments and Loans MS-F5 Annuities
Statistical Analysis MS-S1 Data Analysis MS-S2 Relative Frequency and Probability	Statistical Analysis MS-S3 Further Statistical Analysis	Statistical Analysis MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution
	Networks MS-N1 Networks and Paths	Networks MS-N2 Network Concepts MS-N3 Critical Path Analysis
Assessment: External Assessment (HSC course only)		
Fee \$40		
Contact Person Mrs Lowis		

COMMUNITY AND FAMILY STUDIES

This course suits students who:

- Want an ATAR for University or skills for further study

2 units for each of 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 Course:**

- **Resource Management**
Basic concepts of the resource management process
- **Individuals and Groups**
The individual's roles, relationships and tasks within groups
- **Families and Communities**
Family structures and functions and the interaction between family and community

Year 12 Course:

- **Research Methodology**
Research methodology and skills culminating in the production of an Independent Research Project
- **Groups in Context**
The characteristics and needs of specific community groups
- **Parenting and Caring**
Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society

Year 12 Option Modules:

Students will study **one** of the following:

- Government and community structures that support and protect family members throughout their lifespan
- 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.

Assessment:

Year 11 and 12 school-based assessment
Year 11 and 12 mandatory components and weighing
External assessment requirements including HSC examination specifications

Fee: \$40

Contact Person: Mr Jardine

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

This course suits students who:

- Want an ATAR for University or skills for further study

2 units for each of 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. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

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.

Year 11 Course:**Core Topics**

- Better Health for Individuals
- The Body in Motion

Optional Component:

Students select **one** of the following options:

- First Aid
- Fitness Choices

Year 12 Course:**Core Topics**

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component:

Students select **one** of the following options:

- Sports Medicine
- Improving Performance

Assessment:

Year 11 and 12 school-based assessment.

Year 11 and 12 school-based assessment, Year 11 and 12 mandatory components and weighting.

External assessment requirements including HSC examination specifications.

Fee: \$40

Contact Person: Mr Jardine

BIOLOGY

This course suits students who:

- Want an ATAR for University or skills for further study

2 units for each of Year 11 and Year 12 Board Developed Course

Students can study six units of Science in Year 11 and can study up to seven units of Science in Year 12.

Course Description:

The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world. Biology uses Working Scientifically processes to develop scientific investigative skills. The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries, such as *Nursing, Medicine, Environmental Studies, Sport Science, Biotechnology, Animal Science, Laboratory Work* etc. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats. Many vocations and careers require an understanding of biology, for more information please visit:

<https://sites.google.com/a/education.nsw.gov.au/khs-science-hub/seniors>

Topics Covered Year 11:

Working Scientifically Skills Depth Study (15 hrs)

Modules:

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

Topics Covered Year 12:

Working Scientifically Skills Depth Study (15 hrs)

Modules:

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

Particular Course Requirements:

The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills. However, there is scope within each module to engage with all of the Working Scientifically skills.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time per year, including time allocated to practical investigations in depth studies.

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

One fieldwork exercise must be completed in Year 11.

Assessment:

Year 11- 3 Formal Assessments

Year 12- 4 Formal Assessments

Fee: \$40

Contact Person: Mr Arthur

CHEMISTRY

This course suits students who:

- Want an ATAR for University or skills for further study

2 units for each of Year 11 and Year 12 Board Developed Course

Students can study six units of Science in Year 11 and can study up to seven units of Science in Year 12.

Course Description:

Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. The course further develops an understanding of chemistry through the application of Working Scientifically skills.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries, such as *Nursing, Medicine, Engineering, Mining, Waste Management, Pathology, Medical Imaging etc.* It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise. Many vocations and careers require an understanding of Chemistry, for more information please visit:

<https://sites.google.com/a/education.nsw.gov.au/khs-science-hub/seniors>

Topics Covered Year 11:

Working Scientifically Skills Depth Study (15 hrs)

Modules:

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

Topics Covered Year 12:

Working Scientifically Skills Depth Study (15 hrs)

Modules:

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Particular Course Requirements:

The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills. However, there is scope within each module to engage with all of the Working Scientifically skills.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time per year, including time allocated to practical investigations in depth studies.

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

Assessment:

Year 11- 3 Formal Assessments

Year 12- 4 Formal Assessments

Fee: \$40

Contact Person: Mrs Cohen

PHYSICS

This course suits students who:

- Want an ATAR for University or skills for further study

2 units for each of Year 11 and Year 12

Board Developed Course

Students can study six units of Science in Year 11 and can study up to seven units of Science in Year 12.

Course Description:

Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time - from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. The problem-solving nature of physics further develops students' Working Scientifically skills.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields.

The study of physics provides the foundation knowledge and skills required to support participation in further studies at university and TAFE and/or trades such as, *Engineering, Electrician, Builder, Surveyor, Medical Imaging, Architect, Welder, Boiler Maker, Pilot etc.* It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials. Many vocations and careers require an understanding of Physics, for more information please visit; <https://sites.google.com/a/education.nsw.gov.au/khs-science-hub/seniors>

Topics Covered Year 11:

Working Scientifically Skills Depth Study (15 hrs)

Modules:

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

Topics Covered Year 12:

Working Scientifically Skills Depth Study (15 hrs)

Modules:

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

Particular Course Requirements:

The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills. However, there is scope within each module to engage with all of the Working Scientifically skills.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time per year, including time allocated to practical investigations in depth studies.

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

Assessment:

Year 11- 3 Formal Assessments

Year 12- 4 Formal Assessments

Fee: \$40

Contact Person: Mr McKay

INVESTIGATING SCIENCE

This course suits students who:

- Want an ATAR for University or skills for further study

2 units for each of Year 11 and Year 12

Board Developed Course

Students can study six units of Science in Year 11 and can study up to seven units of Science in Year 12.

Course Description:

Investigating Science is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives. Investigating Science is designed to *complement the study of the science disciplines*, by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

The knowledge, understanding and skills gained from this course support students' ongoing engagement with science, and form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries. These include *Medical Laboratory Technician, Nursing, Veterinary Nursing, Dental Nursing, Produce Inspector, Computing Science, Mining and Horticulturalist*. Many vocations and careers require an understanding of Science, for more information please visit:

<https://sites.google.com/a/education.nsw.gov.au/khs-science-hub/seniors>

Topics Covered Year 11:

Working Scientifically Skills Depth Study (30 hrs)

Modules:

- Cause and Effect - Observing
- Cause and Effect - Inferences and Generalisations
- Scientific Models
- Theories and Laws

Topics Covered Year 12:

Working Scientifically Skills Depth Study (30 hrs)

Modules:

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

Particular Course Requirements:

The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time per year, including time allocated to practical investigations in depth studies.

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

Assessment:

Year 11- 3 Formal Assessments

Year 12- 4 Formal Assessments

Fee: \$40

Contact Person: Mr Crighton

FOOD TECHNOLOGY

This course suits students who:

- Want an ATAR for University or skills for further study

2 units for each of 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 Course:**

- Food Availability and Selection
- Food Quality
- Nutrition

Year 12 Course:

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

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 must 'learn about' 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.

Assessment:

External Examination (Year 12 course only)
A 3 hour written examination

Fee:

Year 11- \$100

Year 12- \$100

Contact person: Miss Middlebrook

INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

This course suits students who:

- Want an ATAR for University or skills for further study

2 units for each of Year 11 and Year 12
Board Developed Course

Course Description:

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of the timber 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 of the course.

Main Topics Covered:**Year 11 Course:**

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

- Industry Study - structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety
- Design - elements and principles, types of design, quality, influences affecting design
- 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
- Production - display a range of skills through the construction of a number of projects
- Industry Related Manufacturing Technology - understanding of a range of materials, processes, tools and equipment, machinery and technologies

Year 12 Course:

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Major Project
 - Design, Management and Communication
 - Production
- Industry Related Manufacturing Technology

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.

Assessment:

External Examination

A written examination 1 hour 30 minutes

Major project and folio

Fee: \$70

Contact Person: Mr Poppet

EXPLORING EARLY CHILDHOOD

This course suits students who:

- **DO NOT WANT an ATAR**

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:

- Examine issues of fertility and infertility eg. IVF
- Appreciate 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
- Identify the range of services developed and provided for young children and their families
- Consider the role of family and community
- Become aware of the work opportunities available in the area of children's services.

Students undertaking the course will be involved in:

- An excursion to the Birthing Unit and Maternity Ward of Wollongong Hospital
- Practical experience with the computerised (infant simulator) - "Real Care" baby
- Visits to Early Childhood Centres, Playgroups, Preschools, Day Care Centres
- A variety of guest speakers
- Art and craft activities
- Play activities

Fee: \$40

Contact Person: Mr Jardine

MARINE STUDIES

This course suits students who:

- **DO NOT WANT an ATAR**

Marine Studies provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives students the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instil in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.

Marine Studies provides an educational context, linked to the needs of a population based very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and honing student's acquired skills to solve real life problems.

In Marine Studies, students may elect to undertake a course of study which covers a broad and diverse range of optional modules, or alternatively to specialise through a focus on thematic groups of modules which may provide a continuum into specific fields of post-school employment, study or leisure pursuits.

Through the study of Marine Studies students will develop:

- Knowledge, understanding and appreciation that will promote sound environmental practices in the marine environment
- The ability to co-operatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- Knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- Knowledge, understanding and skills of safe practice in the marine context

Minimum Hours: 240 hours over 2 years

Year 11: 30-hour Core + 90 hours of Optional Modules

Year 12: 120 hours of Optional Modules

30 Hour Core Modules

1. Marine Safety & First Aid (6 hours)
2. The Marine Environment (6 hours)
3. Life in the Sea (6 hours)
4. Humans in Water (6 hours)
5. Marine & Maritime Employment (6 hours)

Optional Modules (Hours):

- 1 Resuscitation Certificate (15)
- 2 First Aid Certificate (15)
- 3 Estuarine Studies (30)
- 4 Coastal Studies (30)
- 5 Marine Aquarium (15/30)

- 6 Local Area Study (15)
- 7 Sea Birds of Our Coast (15)
- 8 Wind Powered Craft (30)
- 9 Coastal Studies (30)
- 10 Marine Craft Construction & Repair (30)

- 11 Commercial & Recreational Fishing (30)
- 12 Seafood Handling & Processing (30)
- 13 Anatomy & Physiology of Marine Organisms (15/30)
- 14 Personal Interest Project (30)

Fee: \$40

Contact Person: Mr Crighton

SPORT LIFESTYLE AND RECREATION STUDIES

This course suits students who:

- **DO NOT WANT** an ATAR

Course Description

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. The majority of work in this subject is practical in nature.

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

Fee: \$40

Head Teacher: Mr Jardine

VISUAL DESIGN

This course suits students who:

- **DO NOT WANT an ATAR**

Course Description

This course provides students with opportunities to exploit 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 will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Main Topics Covered

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

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design

Modules include:

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

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. The Work, Health and Safety Module is mandatory in any course.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Fee: \$70

Contact Person: Ms Middlebrook

WORK STUDIES

This course suits students who:

- **DO NOT WANT an ATAR**

Course Description

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

This course in Work Studies will assist students:

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

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

Core 1 - Work and change

Core 2 - Experiencing work

Modules

There are 12 elective modules, which expand on the issues introduced in the core unit. Modules are studied for either 15 or 30 hours.

Activities may include

- Work Placement, either block or one day per week
- Excursions to local Job Network Providers
- Guest speakers eg. Union representative, employer, WH&S Officer on workplace issues
- Case studies on technology in the workplace
- Looking at the variety of career pathways within an industry

Fee: \$40

Contact Person: Mrs Lucas

Life Skills Courses - Part of a Special Program of Study - Support Students

Board Developed Course

These courses have Board Developed status and can be used with other courses in Stage 6 to meet the requirements for the award of a Higher School Certificate. Each Life Skills course comprises a 2 Unit Preliminary course and a 2 Unit HSC course.

The Life Skills Courses are:

- English
- Mathematics
- Personal Development, Health & Physical Education
- Citizenship & Society
- Science
- Creative Arts
- Technological & Applied Studies
- Work and Community

Eligibility to Enrol in a Stage 6 Life Skills Course

In general, students entering a Stage 6 Life Skills Program will have completed at least four Life Skills Courses in Stage 5. However, in special circumstances, a student who has attempted the regular syllabus and experienced significant difficulty may enrol in a Life Skills Course. Learning will be based upon an individual transition planning process co-ordinated by the school.

Contact Person: Mr Chalk

HSC VET Industry Curriculum Framework Courses

Industry Curriculum Framework (ICF) courses

- An Industry Curriculum Framework course, studied as part of the HSC, enables students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace.
- Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.
- The examination mark from one Industry Curriculum Framework VET course or Accounting may be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

Assessment

School based assessment

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

HSC examination (optional)

- The optional Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up 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 AQF qualifications.

Work placement

- Students in Industry Curriculum Framework courses must complete work placement of up to 70 hours for a 2-unit x 2-year course (240 hours). Additional hours are required for any extension courses - typically 35 hours for 120 hours of HSC credit.

School based apprenticeships and traineeships

- School based apprenticeships and traineeships prepare students for a career in a particular industry, provide a training wage and skills training both on-the-job and off the job at school, TAFE NSW or with a private training provider.
- Apprenticeships and/or Traineeships are available in a range of HSC VET courses, including all Industry Curriculum Frameworks.
- A school based traineeship is generally completed over two years while students are still at school as part of the HSC.
- A school based apprenticeship is undertaken over 2 years part-time while students are still at school as part of the HSC, and then continued over 3 years' full-time post school.

The school Careers Adviser, Ms Anne Phelan, has more information on EVET (External Vocational Education and Training) courses and School Based Apprenticeships and Traineeships.

Certificate II in Construction Pathways - CPC20211

Course: **Construction (240 indicative hours)**

4 Year 11 and/or Year 12 units in total

Board Developed Course
(ATAR)

Category B status for Australian Tertiary Admission Rank

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description:

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler. This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.

Core Units of Competency:

CPCCCM1012A Work effectively & 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
CPCCOHS2001A Apply WHS requirements, policies & procedures in the construction industry

Elective Units of Competency:

Elective units may include:
CPCCCA2002B Use carpentry tools and equipment
CPCCCA2011A Handle carpentry materials
CPCCCM2004A Handle construction materials
CPCCCM2006B Apply basic levelling procedures
CPCCJN2001A Assemble components
CPCCJN2002B Prepare for off-site manufacturing process
CPCCBL2001A Handle and prepare bricklaying & blocklaying materials
CPCCBL2002A Use bricklaying and blocklaying tools and equipment
CPCCCA2003A Erect and dismantle form work for footings and slabs On ground
CPCCCO2013A Carry out concreting to simple forms

This course contains three additional units above the qualification to meet NSW NESA HSC requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCCO2021A Handle concreting materials.

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

Qualifications:

Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Construction Pathways CPC20211. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Construction Pathways CPC20211.

Foundation skills describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

NB: This qualification may change as a result of training package reviews

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NSW EDUCATION STANDARDS AUTHORITY (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

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

Resource costs: \$90 & White Card \$70

Exclusions: Nil however students may not undertake the same unit of competency in more than one VET course

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

Contact Person: Mr Davies



Certificate II in Hospitality – SIT20316

Course: **Hospitality (240 indicative hours)**

Board Developed Course

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

4 Year 11 and/or Year 12 units in total Category B status for

Australian Tertiary Admission Rank (ATAR)

Course Description:

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings - restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

Core Units of Competency

BSBWOR203	Work effectively with others
SITHIND202	Source & use information on the hospitality industry
SITHIND003	Use hospitality skills effectively (holistic Unit)
SITXCOM002	Show social and cultural sensitivity
SITXCCS003	Interact with customers
SITXWHS001	Participate in safe work practices

Elective Units of Competency

SITXFSA001	Use hygienic practices for food safety
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITHCCC001	Use food preparation equipment
SITXFSA002	Participate in safe food handling practices
BSBSUS201	Participate in environmentally sustainable work practices
BSBCMM201	Communicate in the Workplace

This course contains 2 additional units above the qualification to meet NSW NESA requirements.

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

Qualifications:

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Hospitality (SIT20316)**. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment towards Certificate II in Hospitality (SIT20316)**.

Foundation skills describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NSW EDUCATION STANDARDS AUTHORITY (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination, which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

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

Resource costs: Year 11 - \$140

Additional Resources: Hard leather shoes, black dress pants, black polo shirt

Exclusions: Nil however students may not undertake the same unit of competency in more than one VET course

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

Contact Person: Ms Coogan



Certificate III in Retail – SIR30216

Course: **Retail Services Industry Curriculum Framework (240 indicative hours)** 4 Year 11 and/or Year 12 units in total
Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours work placement to meet HSC requirements.

Course Description:

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control, teamwork, designing and creating displays, using cash registers, scanners, computers, telephones and routine work activities within the retail sectors. Occupations in the retail services industry include sales assistant, customer service representative, checkout operator, buyer, stock controller, sales manager, visual merchandise, marketing manager, manager/owner of a small business, department manager and retail executive.

Core Units of Competency:

SIRXCEG001	Engage the customer
SIRXWHS002	Contribute to workplace health and safety
SIRXRSK001	Identify and respond to security risks
SIRXSLS001	Sell to the retail customer
SIRXSLS002	Follow point-of-sale procedures
SIRXIND001	Work effectively in a service environment
SIRXCOM002	Work effectively in a team

Elective Units of Competency:

SIRXCEG002	Assist with customer difficulties*
SIRXCEG003	Build customer relationships and loyalty*
SIRXMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock
SIRRINV002	Control stock
SIRXIND002	Organise and maintain the store environment

**Core in training package*

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

Qualifications

The Retail Services (240 indicative hours) course provides a pathway to the **Certificate III in Retail Services SIR30216**. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment** towards a **Certificate III in Retail Services SIR30216**.

Foundation skills describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NSW EDUCATION STANDARDS AUTHORITY (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

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

Resource costs: \$40

Exclusions: Course Exclusions apply to students undertaking Beauty, Hairdressing and Retail Services courses. VET course exclusions can be checked at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html

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

Contact Person: Mr Knowles

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately, you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. The NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion, will issue a transcript.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course. **(Refer to the specific course assessment summary for more detailed information).**

Note:

- You will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- An 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment, which indicates the units of competency achieved towards the qualification.
- The scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.