



# **Glenmore Park High School**

**Stage 6 Subject Selection  
Information Booklet**

**Years 10 into 11**

**The next table identifies:**

1. Courses to be offered at Glenmore Park High School (not all courses are offered) plus the school code for that course (the abbreviation that you see on your timetable)
2. The unit value of courses
3. Course classification as a Board Developed Course or Board Endorsed Course (there are no school developed courses)
4. Course classification as a category A or category B course

GROUP	COURSE/CODE	TYPE	U	A/B	
<b>ENGLISH</b>	English – Advanced	ENA	BDC	2	A
	English – Standard	ENS	BDC	2	A
	English Extension 1	ENE	BDC	1	A
	English Studies	ESS	<b>BEC</b>	2	
<b>MATH</b>	Mathematics Advanced	MAA	BDC	2	A
	Mathematics Standard	MAS	BDC	2	A
	Mathematics Extension (1)	MA3	BDC	2	A
<b>SCIENCE</b>	Biology	BIO	BDC	2	A
	Chemistry	CHE	BDC	2	A
	Earth and Environmental Science	EES	BDC	2	A
	Investigating Science	INS	BDC	2	A
	Physics	PHY	BDC	2	A
<b>PDHPE</b>	Community and Family Studies	CFS	BDC	2	A
	Exploring Early Childhood	EEC	<b>BEC</b>	2	
	Personal Development, Health and Physical Education	PHP	BDC	2	A
	Sport Lifestyle and Recreational Studies (CEC)	SLR	<b>BEC</b>	2	
<b>SOCIAL SCIENCE</b>	Business Studies	BST	BDC	2	A
	Economics	ECO	BDC	2	A
	Legal Studies	LST	BDC	2	A
	Society and Culture	SAC	<b>BDC</b>	2	A
	Work Studies(CEC)	WST	<b>BEC</b>	2	
<b>HISTORY</b>	Ancient History	AHI	BDC	2	A
	Modern History	MHI	BDC	2	A
<b>TAS</b>	Food Technology	FTE	BDC	2	A
	Industrial Technology	ITE	BDC	2	A
	Information Processes & Tech.	IPT	BDC	2	A
<b>PERFORMING ARTS</b>	Dance	DAN	BDC	2	A
	Drama	DRA	BDC	2	A
	Music 1	MU1	BDC	2	A
<b>VISUAL ARTS</b>	Visual Arts	VIA	BDC	2	A
	Visual Design (CEC)	VID	<b>BEC</b>	2	
<b>VET</b>	Construction	CON	<b>VET</b>	2	B
	Entertainment	ENT	<b>VET</b>	2	B
	Hospitality	HOP	<b>VET</b>	2	B
	Information Technology	INT	<b>VET</b>	2	B
	Primary Industries	PIN	<b>VET</b>	2	B
	Retail	RET	<b>VET</b>	2	B

# Year 11 Subject Selection 2018

## ABOUT THIS HANDBOOK

KLA (Key Learning Areas)	Head Teacher
English and History	Ms Andrews (Rel.)
Mathematics	Mr Campbell
Science	Mr Radley
Personal Development, Health and Physical Education (PDHPE)	Mr Mackie
Social Science	Ms Hardaker
Technological and Applied Studies (TAS)	Mr Newham
Performing Arts	Mr Simpson
Visual Arts	Mr Simpson
Languages Other Than English (LOTE)	Ms Hardaker
Vocational Education and Training (VET) Courses	Mr Newham/Mrs Cornish

### ***\*Courses in this book are organised alphabetically:***

The Head Teacher for each KLA is provided so that you know whom you should approach about the courses in each KLA.

1. information about the KLA
2. information about each course studied in the KLA
3. information about how you will be assessed in each course

## **CHOICES**

You are now being asked to make important decisions about your future and in making those decisions there are basically two choices than you will have to face:

Choice 1: Will I leave school now and seek employment or other educational opportunities?

or

Choice 2: Will I continue my secondary education and achieve the Higher School Certificate (HSC)?

This book is mostly for people who make choice 2. People will make this choice for a variety of reasons, including preparation for a trade or professional career and/or a genuine interest in becoming a more educated person.

If you have made choice 1, it would be wise to build knowledge about the HSC. If you change your mind, then you will already be well informed about what HSC courses are available and which courses are most suitable for you. Please note the mandatory leaving age is now 17 unless the student has fulltime work or studies.

If you decide to continue onto years 11 and 12 (like more than 70% of students who achieve the School Certificate credential), you will have more choice about courses of study than you have ever had before.

So, choose wisely keeping in mind that courses should suit:

1. your interests
2. your abilities
3. your needs (especially your career and future education needs)

Collect as much information as you can when choosing courses. Your choices should be made because you have researched all options not because of a "feeling" you might have or because a friend has made the same choices.

How do you obtain this information? There are two basic sources:

1. People who have expertise and/or experience e.g. teachers, careers advisors, parents, relatives and students who have already studied the courses.
2. Publications from the NSW Board of Studies (BOS), your school, universities, colleges of Technical and Further Education (TAFE), industries and newspapers.

One important consideration when choosing a course is the cost of that course. Some courses have fees that you will have to pay, materials that you will have to buy or services for which there is a cost. If you cannot meet these costs, you should not choose these courses.

## COURSES AND UNITS

The NSW Board of Studies (the BOS) decides what courses can be studied in NSW schools.

A **Board Developed Course** is one where the BOS decides what will be learnt and assessed as described in a document called a syllabus. There is an examination in these courses when studied in the HSC, the HSC Exam. The great majority of courses are Board Developed Courses.

A **Board Endorsed Course** can be:

- A **Content Endorsed Course** (CEC) where the BOS decides what will be learnt and assessed as described in a syllabus.
- A **School Developed Course** where the school decides what will be learnt and assessed. It has to be approved by the BOS.

Board Endorsed Courses do not have an examination when studied for the HSC eg. Sport, Lifestyle and Recreation, Exploring Early Childhood, Ceramics, Photography, Video and Digital Imaging, Work Studies.

Courses are assigned a 'unit value'. The unit value for most courses is 2 units with some having a unit value of just 1 unit.

1 unit equates to a study time at school of 3 periods per cycle (60 hours per year) and 50 maximum possible marks in the HSC examination. This is therefore doubled for a course with 2 units of value. Most courses have a value of 2 units. Extension courses (eg. English, Mathematics, History) typically have a value of 1 unit.

Board Developed Courses are classified as category A or category B courses. This is discussed later in the section on the Australian Tertiary Admission Rank (ATAR). There are not many category B courses:

- Vocational Education and Training (VET) courses
- Board Developed courses delivered by TAFE eg Accounting, Automotive, Electrotechnology, Tourism and Events.

Some of the courses listed here are Vocational Education and Training (VET) courses. Those listed here are studied at one or more of the schools in the Penrith area and run from 1:00pm to 5:00pm one day per week (Monday or Wednesday). These courses are described at the end of this book. They are relevant to specific industries; give dual accreditation with the HSC and TAFE based courses and are recognised across Australia. These and other VET courses can also be studied at TAFE colleges.

## THE HIGHER SCHOOL CERTIFICATE (HSC)

When you study courses in years 11 and 12 (known as stage 6), you will follow two programs of study:

1. the Preliminary HSC program (terms 1 to 3 in year 11)
2. the HSC program (term 4 in year 11 and terms 1 to 3 in year 12)

To progress to the HSC program, you must have successfully completed the Preliminary HSC program (there is one exception related to science which you can read about in the section on science courses in this book).

There are variations to the length of time that you can take to acquire a HSC. These variations are often referred to as "pathways". Traditionally the Preliminary HSC and HSC programs take 2 years. Some students choose to complete the Preliminary HSC program in 1 year and the HSC program in 2 years (a total of 3 years). You can take up to 5 years to obtain the HSC credential.

You are considered to have successfully studied any course if:

1. you have followed the course developed or endorsed by the Board of Studies
2. you have applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
3. you have achieved some or all of the course outcomes

When you select courses, there are certain rules imposed by the NSW Board of Studies (BOS) which you must observe if you are to qualify for either the Preliminary HSC or the HSC itself.

1. You must study courses that give a total unit value of at least 12 in the Preliminary HSC Program and at least 10 in the HSC program
2. You must study an English course – either Standard English (2 units), Advanced English (2 units) or Advanced English (2 units) plus Extension English (1 or 2 units)
3. You must study at least 6 units of board developed courses (including English)
4. You must study at least 3 courses of 2 units value
5. You must study at least 4 subjects (mathematics and mathematics extension are one subject but physics and chemistry, even though they are in the same KLA, are two subjects)
6. You may not study more than 6 units of courses from the science KLA and for the Preliminary HSC program you may not study any science course and the senior science course together eg. it is OK to study Physics, Chemistry and Biology but you may not study Physics and Senior Science or Biology and Senior Science or Chemistry, Biology and Senior Science. There is a variation to this rule for the HSC program if the school curriculum allows it.

The HSC results in all Board Developed Courses that a student receives are a combination of two marks:

1. School Assessment (50%)
2. HSC Examination Results (50%)

The HSC result in Board Endorsed Courses BEC's is a school-based assessment only. There is no formal HSC examination. There is a voluntary HSC examination in VET courses.

## THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

To get into a university course, a student must achieve a particular rank (the ATAR) that is calculated by a committee that represents the universities in NSW and the ACT.

The ATAR is a number between 0.00 and 99.95 calculated using the marks a student obtains in the HSC assessment. The ATAR is

based on the best ten units in Board Developed HSC courses (BDC's). There are some rules about how BDC's can contribute to the formulation of the ATAR:

To be eligible for an ATAR in 2018 you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

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

For a VET course to count towards the calculation of the ATAR, the student must sit for the HSC examination in that course. Otherwise, there is no requirement to sit for the HSC examination in these courses and assessment is competency based and the responsibility of the course coordinator.

Note that Board Endorsed Courses cannot be used in the calculation of the ATAR (hence they are not classified as category A or category B courses).

## ANCIENT HISTORY 2 UNIT

*What will I be doing in this course?*

Ancient History provides students with the opportunity to satisfy their fascination and interest in the stories of the past while helping them to better understand the present.

The **Preliminary Course** consists of three sections:

### 1. Investigating Ancient History

- (a) The Nature of Ancient History
- (b) Case Studies

Students undertake:

- at least ONE option from 'The Nature of Ancient History', AND
- at least TWO case studies.  
ONE case study **must** be from Egypt, Greece, Rome or Celtic Europe.  
ONE case study **must** be from the Near East, Asia, the Americas or Australia.
- Case Studies which involve investigations into past societies, events, places, people and institutions. Students will study topics such as the Entombed Warriors of Xian, Masada, the Trojan Wars, the Celts, Ice Bodies and Tutankhamen.

## 2. Features of Ancient Societies

Students study at least TWO ancient societies through an investigation of:

- a different key feature for each society, OR
- one key feature across the societies selected.

Studies of features of ancient societies are concerned with seeking explanations to the 'how' and 'why' questions of history: how people lived in the past, why they may have lived that way, and how and why their life circumstances changed. These studies provide students with opportunities to develop an understanding of:

- the social history of a people through an investigation of the remains of their material culture
- the key developments and forces that may have shaped the selected feature(s)
- the nature of the available sources.

## 3. Historical Investigation

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

The **Higher School Certificate Course** consists of four sections:

1. Core Study: Cities of Vesuvius – Pompeii and Herculaneum
2. ONE 'Ancient Societies' topic
3. ONE 'Personalities in their Times' topic
4. ONE 'Historical Periods' topic.

The course requires study from at least TWO of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome.

The core study, Cities of Vesuvius – Pompeii and Herculaneum, is a Roman study.

An **Extension Course in History** with further areas of study is available as an additional one unit course for the HSC. Good research skills and an independent approach to learning are needed to successfully study this course.

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

Students will be able to:

- Collect, analyse and organise information
- Communicate ideas and information clearly in both written and oral forms
- Plan and organise activities
- Work with others as part of a team
- Use appropriate information technologies
- Understand the influence of the ancient past on the present and the future
- Understand, value and respect different viewpoints, ways of living, beliefs and languages

*How will this course help me in the future?*

Skills developed in a study of Ancient History are useful in a range of courses studied in university and TAFE as well as in the workforce and everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism. A high level of achievement in Ancient History is a good indicator of success at tertiary level in a wide range of courses.

## BIOLOGY 2 UNIT

*What will I be doing in this course?*

The content of this course is the study of living things. The Preliminary course examines a local ecosystem, the diversity of organisms and their requirements, life on Earth through time and the evolution of Australian biota.

The HSC course investigates how organisms maintain a balance with their surroundings, the study of reproduction and genetics and the importance of communication. One elective will be studied in the HSC year.

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

Students will be able to critically appraise information and apply skills in observation, manipulation and experimental design. Students will plan and organise activities, work

with others in teams, communicate ideas and information and be able to solve problems relating to key biological concepts.

#### *Special Assessment Requirements*

A minimum of 30% weighting must be allocated to tasks that assess students' abilities to conduct first-hand investigations and communicate information.

- 45 hours practical in Preliminary course
- 35 hours practical in HSC course

*How will this course help me in the future?*

When combined with Physics or Chemistry, Biology provides an entry to careers in medicine, health, science, forestry and ecology. Studied alone the course is useful for planning for careers in food technology, family studies and teaching.

## **BUSINESS SERVICES 2 UNIT (VET)**

*What will I be doing in this course?*

Students will have the opportunity to learn a range of skills and knowledge suitable for employment in a business office environment. The course includes work placement in an actual office. Units of work will be presented on a competency learning basis.

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

At the end of this course, students will have basic clerical skills and knowledge in areas including: handling of mail, processing of information, business and communication, computer use, occupational health and safety and processing of financial documentation for cash flow and accounting records.

*How will this course help me in the future?*

The purpose of this course is to provide students with a range of skills and knowledge suitable for employment in a business office environment and also for university and/or TAFE study. This provides a wide range of employment opportunities as business administration is the largest area of employment in Australia.

## **BUSINESS STUDIES 2 UNIT**

*What will I be doing in this course?*

### **Preliminary**

- The Nature of Business
- Business Management
- Business Planning

\* Research will be undertaken throughout the Year 11 course to support/reinforce the above topics.

### **HSC**

- Operations
- Marketing
- Finance and Human Resources

\* All of the above topics are compulsory.

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

Through a study of Business Studies, students will develop:

- Knowledge and understanding about the nature, role and structure of business
- An appreciation of the functions, processes and operations of business
- An understanding of the role of effective business management
- Skills to investigate, analyse and evaluate business issues
- An ability to communicate business information using appropriate formats
- An ability to apply Mathematical concepts appropriate to business situations
- Values and attitudes regarding both ethical business behaviour and the social responsibility of business.

*How will this course help me in the future?*

The study of Business Studies will provide students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of this course assists students to prepare for employment and full

and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training (e.g. TAFE).

## CHEMISTRY 2 UNIT

*What will I be doing in this course?*

Chemistry is an experimentally based course that develops an understanding of the atomic structure of matter, compounds and chemical reactions.

The **Preliminary Course** focuses on the important foundations of our technological civilisation, namely, obtaining valuable chemicals from the Earth, Metals, Water and Energy.

The **HSC course** deals with applications of basic theory in Manufacturing, Monitoring and Management of chemicals and one OPTION investigating chemistry applied in various industries..

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

Students will be able to apply experimental skills in observation and manipulation, measurement and experimental design, as well as using Computers and Data-loggers to access information. This course will prepare students for further tertiary studies in Science and Engineering.

### *Special Assessment Requirements*

A minimum of 45 hours of Practical work in Preliminary and 35 hours in HSC is required to be completed to satisfactory standards in each year. The skills learnt will be assessed in practical exams.

*How will this course help me in the future?*

This course is an essential preparation for many Science-based tertiary courses. It is especially appropriate for students interested in Chemistry, Biochemistry, Industry, Metallurgy, Environmental Studies, Medicine & Health, Food Science and Chemical Engineering.

This is a demanding subject requiring a strong commitment to study.

## COMMUNITY AND FAMILY STUDIES 2 UNIT

Students selecting this subject will be equipped to better participate effectively in a society that is characterised by rapid social, economic, technological, legal, political and environmental change.

*What will I be doing in this course?*

### **Preliminary:**

- Resource management
- Individuals and groups
- Families and communities

### **HSC:**

- Research Methodology
- Groups in Context
- Family and Societal Interactions (option)
- Social Impact of Work (option)
- Individuals and work (option)

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

Community and Family Studies aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups and families in Australian society.

*Students will have an understanding of:*

- Resource management and its role in ensuring wellbeing;
- The influence of a range of societal factors on individuals and the nature of groups, families and communities;
- Research methodology;
- The management process and meeting the needs of family and community

*Students will be able to develop:*

- Skills in critical thinking and the ability to take responsible action to promote well being;
- An appreciation of the diversity and interdependence of individuals, groups, families and communities.

*Special Assessment requirement for this subject:*

Students will carry out research in the form of an Independent Research Project which is internally assessed and forms 25% of the HSC assessment mark.



*How will this course help me in the future?*

The course will have vocational applications in career paths such as Business Management, Human Resource Management, Teaching, Social work, Child Care worker, Nursing, Counselling and Marketing.

## **CONSTRUCTION 2 UNIT (VET)**

### **Why study Construction?**

Construction provides students with the opportunity to gain a range of skills suitable for employment in the construction industry and to provide pathways for further study.

### **Working in the construction industry involves:**

- constructing buildings
- modifying buildings
- contracting
- designing buildings
- measuring materials and sites
- communicating with clients

### **Samples of occupations students can aim for in the construction industry:**

- |               |                |
|---------------|----------------|
| ✓ Building    | ✓ Plastering   |
| ✓ Bricklaying | ✓ Roofing      |
| ✓ Carpentry   | ✓ Shop fitting |
| ✓ Concreting  | ✓ Sign writing |
| ✓ Glazing     | ✓ Tiling       |
| ✓ Joinery     |                |

### **Course description:**

This course is based on units of competency, which have been developed by the construction industry to describe the competencies, skills and knowledge required by workers in the industry. The course incorporates core units plus a range of elective units from the General Construction sector.

A mandatory WorkCover NSW approved general OH&S induction-training program, as well as a work activity OH&S training and site-specific OH&S training must be completed before students are allowed onto a work site.

An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the Australian Tertiary Admission Rank (ATAR) for university entrance.

### **HSC Course requirements regarding Work Placement:**

Students must complete a minimum of 70 hours of mandatory work placement.

**Core Units:** Apply OHS Requirements, Policies and Procedures in the Construction Industry; Work Effectively and Sustainably in the Construction Industry; Plan & Organise Work; Conduct Workplace Communication; Carry Out Measurements and Calculations; Read and Interpret Plans and Specifications; Use Construction Tools and Equipment; Work Safely in the Construction Industry.

**Elective Units:** Handle Carpentry Materials; Erect and Dismantle Formwork; Carry Out Levelling Operations.

Depending on competencies chosen, full or part qualifications from the General Construction Training Package (BSG03) are available in general construction; bricklaying/block-laying; carpentry; concreting; painting and decorating; and wall and floor tiling. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

### **The qualifications available through the Construction Curriculum Framework are:**

- **Certificate II in Construction Pathways CPC20208**

## **DANCE 2 UNIT**

*What will I be doing in this course?*

Students undertake a study of Dance as an art form. The course contains three core components which involve the students in composing, performing and appreciating Dance. Physical training and preparation of the body in fundamentals are of paramount importance to the course.

### **HSC**

In the **HSC** students are given the opportunity to select a Major Study in either: Performance, Composition, Appreciation or Dance and Technology.

Students will be able to:

- Perform a number of dance skills, including sequencing, balance and control and manipulation of space, time and dynamics.

- Recognise common causes of dance injury and take correct procedures for prevention and care.
- Communicate ideas through movement.
- Compose (choreograph) a dance through the use of compositional process.
- Work co-operatively and creatively in group situations.
- Understand the socio-historical context in which Dance exists.
- Think and write critically about Dance.

2 Unit Dance provides students with a variety of skills that will be beneficial to them in any career. It would be particularly useful for those who may be considering a dance-related career such as choreography, dance teaching, dance therapy, physiotherapy or dance writing and criticism.

## DRAMA 2 UNIT

*What will I be doing in this course?*

This course is designed for students who have an interest in making, performing and critically studying drama. Students engage with these components through collaborative and individual experiences.

The **Preliminary** course comprises an interaction between the components of Improvisation, Play-building and Acting, Elements of Production in Performance and Performance Styles.

The **HSC** course involves students in the study of a Core topic area called **Australian Drama and Theatre** and one of a choice of topics from the content area **Studies in Drama and Theatre**. These topics will be explored through both practical and theoretical approaches, including essay writing. There is also a compulsory Group Presentation and Individual Project to complete for the HSC.

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

Students will be able to:

- Make and perform different styles of drama
- Critically study drama and theatre

- Work both independently and with others in teams to plan and organise activities
- Solve problems
- Collect, analyse and organise information and communicate ideas and information

*How will this course help me in the future?*

Students who wish to pursue a career in theatre or the entertainment industry or in Public Relations and media communication can gain experience and confidence in this course.

## EARTH AND ENVIRONMENTAL SCIENCE 2 UNIT

*What will I be doing in this course?*

The content of this course is about the study of processes that occur on planet Earth. This includes the processes that occur in the rocky layer known as the lithosphere, the atmosphere, Earth's water of the hydrosphere and the living things of the biosphere. It also investigates the evolution of life since its origins on the planet.

**Preliminary:**

- The 5 billion year journey of the Earth
- Local Environment
- Water Issues
- Dynamic Earth

**HSC:**

- Tectonic plate impacts
- Environments through time
- Caring for the Planet
- An elective unit

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

Students will be able to critically appraise information and apply skills in observation, manipulation and experimental design.

Students will plan and organise activities, work with others in teams, communicate ideas and information and be able to solve problems related to Earth processes.

A minimum 30% weighting in the course must be allocated to tasks that assess students' abilities to conduct first hand investigations and communicate information. This includes 45 hours of practical tasks in the Preliminary course and 35 hours in the HSC course.

*How will this course help me in the future?*

The skills acquired will assist in all areas of employment requiring problem solving and designing. When studied with other science subjects, it will assist into entry of science related tertiary courses especially those of the environmental field.

## **ECONOMICS 2 UNIT**

*What will I be doing in this course?*

### **Preliminary:**

- Introduction to Economics
- Consumers and Business
- Markets
- Financial Markets
- Government in the Economy

### **HSC:**

- The Global Economy
- Australia's Place in the Global Economy
- Economic issues
- Economic Policies and Management

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

Students completing Economics should be able to:

- Demonstrate effective economic thinking that contributes to responsible, competent decision-making in a changing economy.

- Investigate and engage in effective analysis and evaluation of economic information
- Communicate economic information, ideas and issues in appropriate form
- Explain the role of government in economic management
- Identify and explain current economic issues

*How will this course help me in the future?*

Economics is essential to any person contemplating the following careers: Accountancy, Business or Industrial Management, Advertising, Marketing, Real Estate or Administration. It would also be valuable to those individuals who wish to be self-employed.

## **ENGLISH STUDIES 2 UNIT (C.E.C)**

*What will I be doing in this course?*

This course provides students with an opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English.

This course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding, contributing to and appreciating the variety of cultural heritages and differences that make up Australian society and society more broadly. Students will respond to and compose texts to extend experience and understanding, access and assess information and its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes.

**English Studies** encourages the continued development of skills in individual, collaborative and reflective learning. Such skills form the basis of investigative and analytical practices required for adult life, including the world of work as well as further training or education.

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

Students will have developed:

- Understanding and appreciation of various forms of texts and how they convey meaning

- Skills in reading, listening and viewing, and writing to consolidate a sound basis for current and future education, careers and citizenship
- Skills in communicating effectively and accurately for a range of purposes
- Skills in planning and working both individually and collaboratively, and reflection on learning.

*How will this course help me in the future?*

Students who study this course will be equipped for employment, TAFE, or further training. This course is NOT suitable for students who wish receive an ATAR to gain entrance to university.

## ENGLISH STANDARD 2 UNIT

*What will I be doing in this course?*

This course provides students with an opportunity to explore a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia resources.

The compulsory part of this course is an Area of Study which has content common to both the Standard and Advanced courses. This Area of Study is worth 40% of the assessment. In addition, students will study three electives which comprise 60% of the assessment. Students will study a range of texts and assessments which include listening, speaking, viewing and representing as well as reading and writing.

The majority of students in NSW will study this course.

Students who have had difficulty with English should also study the Fundamentals of English course which will help them to improve the skills they need to succeed at **Standard** English.

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

Students will have developed:

- Understanding of aspects of meaning from social, cultural, workplace and personal perspectives

- Skills in composition and response to a wide variety of texts
- Skills in communication for a range of purposes and audiences
- Skills to be effective communicators to enhance their personal, social and vocational lives.

*How will this course help me in the future?*

Students who study the standard course will be equipped for employment, TAFE, and tertiary study. This course is NOT suitable for students who wish to study English or related subjects at university.

## ENGLISH ADVANCED 2 UNIT

*What will I be doing in this course?*

This course provides students who have a particular interest and ability in the subject with challenging learning experiences. Students need to possess competent reading and writing skills and be confident to articulate considered opinions in class discussions.

The course consists of two sections. Section 1 is the Area of Study (common to the **Standard** and **Advanced** Courses) which comprises 40% of the course content and involves exploring a variety of text types including prose fiction, drama, poetry, film, websites and non-fiction. Students will study the inter-relationships between these texts.

Section II is the Electives which comprise 60% of the course and require students to consider the way texts reflect attitudes and values. Students study three electives, one of which must include Shakespearean drama.

Students who have a strong interest and ability in English should also undertake the Extension course.

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

Students will have developed:

- Skills in effective communication at different levels of complexity
- Skills of comprehension and understanding of the effects and purposes of a range of textual forms

- Skills in independent research, individual and collaborative learning
- Skills to write coherently in a variety of forms

*How will this course help me in the future?*

Students who study the **Advanced** course will be well equipped for further study of English and related disciplines at tertiary level. Success in this demanding course will be a good indicator of success in a large range of courses at TAFE or university.

## ENGLISH EXTENSION 1 UNIT

*What will I be doing in this course?*

This is a 1 unit course which is taken in conjunction with the **Advanced** course. It may be studied in the **Preliminary** year only, or may lead to a further 1 unit (**Extension Course 1**) or 2 units (**Extension Course 2 / 4 unit**) in the **HSC** year.

Students will study a variety of texts from different time periods and examine the relationships between these texts and the societies from which they come. Texts may include film, prose fiction, drama or poetry. The course will also focus on improving students' analytical skills and developing their ability to write in a variety of academic forms.

This course is ideal for talented English students who love literature and who wish to specialise in English at the **Preliminary** and **HSC** levels.

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

By the end of the course, students will have developed their analytical skills and be able to trace the relationships between a variety of texts. They will have become familiar with the codes and conventions of a variety of textual forms and be able to discuss these conventions in both the written and oral forms. The course will also help to refine students' writing style and develop their ability to write in a sophisticated manner.

*How will this course help me in the future?*

As the course is analytical in nature, students will develop skills which are highly relevant to all forms of tertiary study. Students wishing to

specialise in English or other humanities subjects at tertiary level will be well prepared by this course.

## ENTERTAINMENT 2 UNIT (VET)

*What will I be doing in this course?*

Entertainment offers training opportunities to students who are interested in performance and events: dance and drama, lighting and sound, staging and set design and dealing with patrons and professionals.

**Working in the entertainment industry involves:**

- front of house activities
- set and props manufacture
- lighting and sounds operations
- audiovisual operations
- costume design
- makeup
- scenic art
- staging and stage management

**Samples of occupations students can aim for in the entertainment industry:**

- ✓ sales/merchandising assistant
- ✓ lighting technician
- ✓ sound technician
- ✓ dresser or costume assistant
- ✓ costume maker
- ✓ scenic artist
- ✓ cinema projectionist
- ✓ set maker
- ✓ props designer

**Course Description:**

This course is based on units of competency, which have been developed by the entertainment industry to describe the competencies, skills and knowledge required by workers in the industry. An optional HSC examination is able to be undertaken in Year 12 that can contribute to the Australian Tertiary Admission Rank (ATAR) for university entrance.

**HSC Course requirements regarding Work Placement:**

Students must complete a minimum of 70 hours of mandatory work placement.

**Course costs:** To be advised

**Course requirements:** A workbook folder (e.g. A4 38 mm insert binder)

**Core Units:** Participate in OHS Process; Communicate in the Workplace; Manage Own Work and Learning; Work with Others; Provide Quality Service to Customers; Deal with Conflict and Resolve Complaints; Source and Apply Entertainment Industry Knowledge; Apply a General Knowledge of Audio to Work Activities; Apply a General Knowledge of Staging to Work Activities; Apply a General Knowledge of Lighting to Work Activities; Apply First Aid; Work Effectively with Diversity; Record and Operate Standard Lighting Cues; Install and Operate Follow Spots; Operate Staging Elements; Maintain Physical Production Elements; Handle Physical Elements Safely During Bump In/Bump Out; Use Hand Tools; Use and Adapt to Changes in Technology.

**Elective Units:** Provide Seating and Ticketing Advice; Usher Patrons; Process Financial Transactions; Provide Venue Information and Assist; Monitor Entry to a Venue; Sell Productions and Services; Design, Apply and Remove Make-Up; Research, Obtain and Prepare Props; Develop and Update Music Industry Knowledge; Move and Set Up Instruments and Equipment; Record Sound.

Depending on competencies chosen, full or part qualifications from the Entertainment Training Package (CUE03) are available with possible specialisations in technical operations or customer service. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

**The qualifications available in the Entertainment Industry Curriculum Framework are:**

- **Certificate II in Live Production, Theatre and Events CUE20103**
- **Certificate III in Live Production, Theatre and Events (Technical Operations) CUE30203**
- **Certificate III in Venues and Events (Customer Service) CUE30303**

Statements of Attainment in partial completion of these Certificates are also available.

## **EXPLORING EARLY CHILDHOOD – BOARD ENDORSED (CEC)**

This subject is available as a

- 2 unit 2 year course

*What will I be doing in this course?*

Exploring Early Childhood aims to provide students with an overview of children's experiences in the early childhood years. It explores child growth and development from conception through to preschool years. It involves practical experiences to enable students to develop confidence in observing, understanding and relating to young children.

### **Course Structure:**

Core strands: Child Growth and Development, Play and Positive Interaction with Young Children.

### **Options Modules:**

(some examples): Child Safety, Food and Nutrition, Young People with Special Needs, Children's Services, Working with Young Children, Young Children and Television.

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

Students will have an understanding of:

- The importance of growth, development, learning and play during the early childhood years
- The role of family and community in growth and development
- Providing safe and challenging environments for children to allow development
- The diversity of cultures within Australia and the ways in which this influences child rearing.

*How will this course help me in the future?*

Students completing this course should develop an understanding of the importance of the early childhood years. It will provide them with knowledge and skills to contribute positively to their future lives and as a basis for further education in the workplace, TAFE or universities.

Suitable careers in Child Care may include teaching, (pre-school, K-6), social work, nursing, counsellor.

## **FOOD TECHNOLOGY 2 UNIT**

*What will I be doing in this course?*

Food Technology is an interesting course which focuses on many aspects of the food industry. It provides students with a broad knowledge of issues in food technology including food handling and safety, availability of food, diet and health. The structure of the Australian food industry is outlined including technologies in production and processing, food marketing and the development of food products.

This course enables students to develop practical skills and appreciate the contribution of Food Technology to society.

### **Course Structure:**

#### **Preliminary:**

Core Strands: Food Availability and Selection  
Food Quality  
Nutrition

#### **HSC:**

Core Strands: Food Manufacture  
Australian Food Industry  
Food Product Development

Option Strands: Contemporary Food Issues: Nutrition  
Contemporary Food Issues: Marketplace

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

Students will have skills in:

- Making responsible decisions regarding food choices
- Researching and analysing information
- Food Preparation
- Experimenting, communicating, evaluating and managing resources.

*How will this course help me in the future?*

This course will provide students with the knowledge, skills and attitudes to contribute positively to their own pathways to employment, further education in the workplace, TAFE and university.

Career options could include: Dietetics, Food Technology, Teaching, Nutritionist.

## **HOSPITALITY 2 UNIT (VET)**

*What will I be doing in this course?*

The hospitality industry contributes significantly to the Australian economy and employs a large number of people. This course is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skill. Students will have the opportunity to learn Barista skills (coffee making) and serve food and beverage to real customers in the school café. This course consists of six core units plus nominated units from the Food & Beverage strand.

Core Units: Work with Colleagues and Customers; Work in a Socially Diverse Environment; Follow Health, Safety and Security Procedures; Follow Workplace Hygiene Procedures; Participate in an Environmentally Sustainable Work Practices; Develop and Update Industry Knowledge.

Strand Units: Communicate on the Telephone; Clean Premises and Equipment; Serve Food and Beverage to Customers; Prepare and Serve Non Alcoholic Beverages; Implement Food Safety Procedures; Apply First Aide; Prepare and Serve Espresso Coffee; Receive and Store Stock; Apply Point of Sale Handling Procedures; Source and Apply Information; Apply Hospitality Skills in the Workplace.

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

This course enables students to explore the area of hospitality and food and beverage service. It presents students with the opportunity to acquire knowledge and skills required to perform a range of tasks in a variety of industry environments. This course also enhances vocational pathways for students who are interested in pursuing hospitality studies in further education.

*How will I be assessed in the course?*

This is a competency based course; assessment of competencies is criterion-referenced. This means that a student's performance is judged either competent or not yet competent. Students will complete various assessment tasks and undertake a mandatory 70 hours work placement. Students who satisfy the course requirements will be eligible to receive unit credit towards the HSC and a Certificate II in Hospitality Operations (Café Skills) SIT20207.

*How will this course help me in the future?*

This course may lead to a variety of career opportunities across a range of industries. Workplaces for which hospitality employment is available are hotels, clubs, restaurants, community food service organisations, catering organisations and resorts as well as other sections of the tourism industry. Skills learned can be transferred across a range of industries.

Samples of Occupations Students can aim for in the Hospitality Industry: Chef; Events Coordinator; Bar Assistant; Food & Beverage Manager; Reservations Clerk; Front Office Receptionist; Guest Service Coordinator; Barista; Waitperson.

## **INDUSTRIAL TECHNOLOGY 2 UNIT FOCUS AREA: TIMBER PRODUCTS**

*What will I be doing in this course?*

The Industrial Technology course is designed to develop in students a knowledge and understanding of the selected industry and its related technologies with an emphasis on design, management and production through practical applications.

Students will develop their knowledge and understanding through four sections:

- Industry study
- Design and management
- Workplace communication
- Industry-specific content and production. Focus area: multimedia industries or Furniture Industries.

*How will I be assessed in the course?*

Students will complete various assessment tasks related to the four sections in the course. In year 12, students will be required to present a Major Project consisting of a product and an accompanying folio. These will be jointly examined by a team of markers.

*How will this course help me in the future?*

The study of Industrial Technology provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. The skills and knowledge gained by students through the study of

Industrial Technology will enable students to make positive contributions to Australian industry and society.

## **INFORMATION PROCESSES AND TECHNOLOGY 2 UNIT**

*What will I be doing in this course?*

**Preliminary:**

- Introduction to Information Skills and Systems
- Tools for Information Processes
- Planning, Design and Implementation
- Personal and Group Systems and Projects

**HSC:**

- Project Work
- Information Systems and Databases
- Communications Systems
- Transaction Processing Systems
- Automated Manufacturing Systems
- Multimedia Systems
- Decision Support Systems

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

Through this course, students will gain a good working knowledge of:

- The key concepts of data, information, and systems
- The interactive nature of effective information-based systems
- Available and emerging information technologies
- The social and ethical issues associated with the use of information technology and information systems, such as equity and access, privacy, freedom of information and copyright.
- The communication, personal and team skills necessary to ensure that an



information system solution is appropriate for the needs of the users

- Related issues such as project management, documentation and user interfaces.

*How will this course help me in the future?*

Students who successfully complete Information Processes and Technology will be confident, competent and discriminating users of information processes and information technology. They will appreciate the nature of information, its ethical use and its impact on many aspects of life. As such, they will be well prepared to pursue further education and employment across an especially wide range of contexts.

## **INFORMATION TECHNOLOGY 2 UNIT (VET)**

*What will I be doing in this course?*

The purpose of this course is to provide students with opportunities to develop and enhance competencies relevant to employment in industries where information technology is used. Students who satisfy the course requirements and who achieve the units of competency described in the course structure will be eligible to receive unit credit towards their Higher School Certificate and an AQF Certificate Level II in Information Technology.

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

Course Structure

### **Core Units**

- Work effectively in an Information Technology environment
- Apply Occupational Health and Safety procedures
- Operate computing packages
- Operate computer hardware
- Design organisational documents using computing packages
- Integrate commercial computing packages
- Maintain equipment and consumables

- Communicate in the workplace
- Connect hardware peripherals
- Install software applications
- Maintain system integrity

### **Elective Units (minimum 4)**

- Receive and process oral and written communication
- Maintain equipment/software inventory
- Interact with clients
- Identify components of multimedia
- Identify components of multimedia
- Access the internet
- Record client support requirements
- Apply problem-solving techniques to achieve organisation goals
- Participate in a team and individually to achieve organization goals.

*How will I be assessed in the course?*

This is a competency-based course; assessment of competencies is criterion-referenced. This means that a student's performance is judged against a prescribed standard and is judged either competent or not yet competent. Students will complete various assessment tasks and undertake a mandatory 70 hours work placement, 35 hours of which can be in a simulated work placement program.

## **INVESTIGATING SCIENCE**

*What will I be doing in this course?*

This two year course is designed to assist students in engaging with scientific processes which apply to investigating relevant personal, community and global scientific issues. The course embraces a STEM approach to learning by enhancing the science with application of technology, engineering and mathematics. This will involve commitment to depth studies in each teaching module. The course is aimed at assisting students in becoming accomplished in terms of scientific literacy and procedure. These skills are

becoming more useful and often necessary in everyday life. The skills learned will also be useful for students who intend progressing to studies at TAFE or university in a range of disciplines including but not restricted to the sciences.

The Year 11 (Preliminary HSC) Course

- Module 1: Investigations- observations, cause and effect
- Module 2: Investigations- inferences and generalisations
- Module 3: Scientific models
- Module 4: Theories and Laws

The Year 12 (HSC) Course

- Module 5: Investigations
- Module 6: Technology
- Module 7: Fact or Fallacy
- Module 8: Science and Society

The Year 11 (Preliminary) course includes 35 hours of practical work and 30 hours of depth studies.

The Year 12 (HSC) course includes 35 hours of practical work and 30 hours of depth studies.

## LEGAL STUDIES 2 UNIT

*What will I be doing in the course?*

**Preliminary**

- The Legal System
- The Individual and the Law
- The Law in Practice

**HSC:**

- Crime
- Human Rights
- **Options - Choice of Two**
  - Consumers
  - Global environmental protection
  - Family
  - Indigenous peoples
  - Shelter
  - Workplace
  - World order

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

Students should be able to understand the:

- Nature of domestic and international law
- Operation of Australian and international legal systems and the significance of the rule of law
- Interrelationship between law, justice and society and the changing nature of the law
- How to investigate, analyse and communicate relevant legal information and issues
- Legal functions, practices and institutions in Australia and overseas
- The values and attitudes of an informed and responsible citizen

*How will this course help me in the future?*

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

## MATHEMATICS

There are six Board-developed Mathematics courses of study for the HSC:

- Mathematics Standard 1
- Mathematics Standard 2
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2
- Mathematics Life Skills.

Students of Mathematics Standard 1 and Standard 2 study a common Year 11 course, leading to either the Mathematics Standard 1 or Standard 2 Year 12 courses.

Mathematics Advanced consists of Mathematics Advanced Year 11 and Year 12. Students studying one or both Extension courses must study both Mathematics Advanced and Mathematics Extension Year 11 courses before undertaking Mathematics Extension 1 Year 12, or both Mathematics

Extension 1 Year 12 and Mathematics  
Extension 2 Year 12.

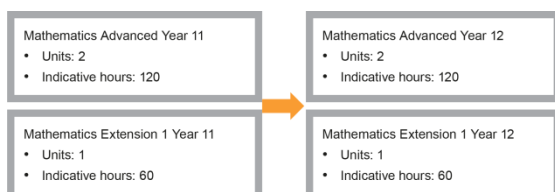
### Mathematics Standard 1 or 2 – Year 11 and Year 12 course components



### Mathematics Advanced – Year 11 and Year 12 course components



### Mathematics Extension 1 – Co-requisites + Year 11 and Year 12 course components



*Which course should I choose?*

Your choice of course in Year 11 will depend on two main factors: your experience and performance in Mathematics at Stage 5, and your future plans. You need to carefully consider both aspects before making a decision.

- Year 10 students who have studied at 5.1 level should choose Mathematics Standard for Year 11. In many cases, they will do Standard 1 in Year 12.
- Year 10 students who have studied at 5.2 level should normally choose Mathematics Standard, and have the option to do Standard 2 in Year 12.
- Year 10 students who have studied at 5.3 level should give serious consideration to choosing Mathematics Advanced for Year 11.
  - Set 1 students should presume that Advanced is suitable for them, and prepare for further study in the subject. Many universities consider Advanced Mathematics to be a minimum requirement for entry into

degree courses in the fields of Mathematics, Science, Engineering, Finance and Technology

- Set 2 students should speak to Mr Campbell about their options, especially if there is a possibility that they will wish to enter the fields of Science, Engineering, Finance, Medicine or similar
- Students ranked in the top 10 in Year 10, or who have at any time achieved scores above 85% during Year 10, should seriously consider choosing Extension 1

## MATHEMATICS STANDARD

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

## MATHEMATICS ADVANCED

The Advanced Mathematics course is calculus based, and is intended to give students an understanding of and competence in aspects

of mathematics which are applicable to the real world. The course has general educational merit as an introduction to calculus and is also useful for concurrent studies in science and commerce. It is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake one of the Extension courses.

## MATHEMATICS EXTENSION

Mathematics Extension 1 is useful for concurrent studies of science, industrial arts and commerce. It 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.

## MODERN HISTORY 2 UNIT

*What will I be doing in this course?*

Modern History in both the **Preliminary** and **HSC** courses involves the study of a range of topics relating to the nineteenth and twentieth century world history.

### The Preliminary Course:

The **Preliminary** course consists of three sections.

#### 1. Investigating Modern History

- (a) The Nature of Modern History
- (b) Case Studies

Students undertake:

- at least ONE option from 'The Nature of Modern History', AND
- at least TWO case studies.

ONE case study **must** be from Europe, North America or Australia.

ONE case study **must** be from Asia, the Pacific, Africa, the Middle East or Central/South America.

#### 2. Historical Investigation

The historical investigation is designed to further develop relevant investigative, research and presentation skills.

### 3. The Shaping of the Modern World

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.

At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

### The HSC Course:

The **HSC** course consists of four sections.

1. Core Study: Power and Authority in the Modern World 1919–1946
2. ONE 'National Studies' topic
  - China 1927–1949
  - India 1942–1984
  - Indonesia 1945–2005
  - Japan 1904–1937
  - Iran 1945–1989
3. ONE 'Peace and Conflict' topic
  - Conflict in Indochina 1954–1979
  - Conflict in the Pacific 1937–1951
  - Conflict in the Gulf 1980–2011
  - The Arab-Israeli Conflict 1948–1996
4. ONE 'Change in the Modern World' topic
  - Pro-democracy Movement in Burma 1945–2010
  - The Cultural Revolution to Tiananmen Square 1966–1989
  - Apartheid in South Africa 1960–1994

### The Extension Course:

An **Extension** course with further areas of study is available as an additional one unit course for the **HSC**. Good research skills and an independent approach to learning is essential for this course.

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

A study of Modern History will allow students to use historical terms and concepts, identify different interpretations of the past, and discuss key individuals, significant events, groups and ideas in different nineteenth and twentieth century historical investigations.

At the end of the course students will be able to:

- Gather evidence from a range of primary and secondary sources in response to specific questions about the modern world.

- Analyse and evaluate information from a variety of sources.
- Communicate clearly about historical events, both orally and various written forms.
- Present their findings of various research and investigation as a member of a group and as an individual.
- Appreciate the contribution of historical studies to an understanding of the modern world.

*How will this course help me in the future?*

Skills developed from a study of Modern History are useful in a range of courses studied in University and TAFE as well as the professional and commercial world. They are especially applicable to law, teaching, medicine, communications, social work and journalism.

## MUSIC 1 2 UNIT

*What will I be doing in this course?*

In the **Preliminary** course students will study the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in each year of the course. Topics are chosen from a list of 25, which covers a range of styles, periods and genres.

In the **HSC** course, students will study at least two new topics and revisit one from the Preliminary course for further in-depth study. 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.

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

Students will be able to:

- Perform at a high level of musicality and technique on their chosen instrument

- Analyse and compare the different styles of contemporary and classical music
- Compose music in a variety of contemporary styles

*How will this course help me in the future?*

Music 1 can be utilised as a basis to provide many of the skills required in the diverse field of the music industry. This course will also allow students to progress into tertiary music courses with a good foundation of knowledge and practical skills.

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2 UNIT

*What will I be doing in this course?*

The **Preliminary** Course has two core modules which are:

- (i) analysis and management of personal health
- (ii) movement elements and composition. There is also one option module, chosen from: human sexuality, first aid and sports injuries, outdoor recreation, movement composition and appreciation.

The **HSC** course has two core modules which are:

- (i) analysis of community health
- (ii) movement skill and performance

There is also one option module chosen from: community health issues, sociology of games and sport, social health issues, social health issues (drug use and HIV/AIDS), human movement analysis and the art and science of coaching.

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

Students will have an understanding of personal and community health issues and an understanding of basic anatomy and physiology. Students will have skills in analysis and in the development of personal health.

Students will have an awareness of the importance of self confidence, physical wellbeing, self-esteem, social and physical motor skills, decision making and developing socially positive attitudes and beliefs.

*How will this course help me in the future?*

Undertaking this course will provide foundation studies for those students with a special or vocational interest in human movement, and individual and community health issues.

The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, coaching or physical education teaching.

## PHYSICS 2 UNIT

*What will I be doing in this course?*

The content of the **Preliminary** Course includes techniques and the technologies involved in communication, how electricity is used in the home, a study of the physics of motion, and an introduction to astronomy and the ways in which satellite technology is used to study the earth. This course develops necessary skills in data acquisition and analysis, and an introduction to mathematical modelling. Students will use data loggers and computers.

The content of the **HSC** course builds on the skills and knowledge developed in the Preliminary course. The topics include a study of how people can work in space and the techniques of studying the solar system; a study of AC power and the use of generators and transformers; a study of topics from modern physics, including the development of cathode ray tubes, quantum mechanics and superconductors.

There will be one option studied at the HSC level. This will be chosen from:

- Astrophysics
- From Quanta to Quarks
- The Age of Silicon (semiconductors, solid state electronics)

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

Students will be able to apply experimental skills in observation, measurement and

experimental design. You will develop an understanding of the development of modern physics at a level that prepares you for entry into most university courses.

## Special Assessment Requirements

Students must complete a minimum number of hours of practical and experimental investigations at a satisfactory level. These will also be assessed in practical exams and a variety of assignment presentations.

*How will this course help me in the future?*

Physics is an essential preparation for many science based university courses. Students interested in medicine, aviation, engineering and the defence forces should consider selecting this subject.

Students wishing to choose Physics should have a strong background in science and mathematics in Year 10. This is a demanding subject requiring a solid foundation in these disciplines, and a strong commitment to study.

## RETAIL SERVICES 2 UNIT (VET)

*What will I be doing in this course?*

The retail industry can provide students with a career path that leads to higher executive levels within the retail industry. Students can gain skills in operating retail equipment, stock control, customer service and selling skills.

### Working in the retail industry involves:

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

### Samples of occupations students can aim for in the retail industry:

- ✓ buyer
- ✓ customer service assistant
- ✓ merchandise
- ✓ sales person
- ✓ stock controller
- ✓ visual merchandiser

### Course description:

This course is based on units of competency, which have been drawn up by the retail

services industry to describe the competencies, skills and knowledge needed by workers in the industry. Three key sectors of the retail service industries are community pharmacy, retail and wholesale. The course is for students who wish to work in the retail services industry, either as a long-term career or in part-time or temporary retail jobs. An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the Australian Tertiary Admission Rank (ATAR) for university entrance.

### **HSC Course requirements regarding Work Placement:**

All students must complete a minimum of 70 hours of work placement.

**Course costs:** To be advised

**Course requirements:** A workbook folder (eg A4 38mm insert binder)

Core Units: Communicate in the Workplace; Interact with Customers; Work Effectively in a Retail Environment; Apply Safe Working Practices; Organise and Maintain Work Areas; Operate Retail Technology; Apply Point-of-sale Handling Procedures; Minimise Theft; Perform Stock Control Procedures; Merchandise Products; Advise on Products and Services; Sell Products and Services.

Elective Units: Balance the point-of-sale Terminal; Perform Retail Finance Duties. Depending on competencies chosen, full or part qualifications from the Retail Services Training Package (SIR07) are available in general selling. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

The qualifications in Retail available through the Retail Services Curriculum Framework are:

- **Certificate I in Retail Services SIR10107**
- **Statement of Attainment towards Certificate II in Retail SIR20207**
- **Certificate II in Retail SIR20207**

## **SOCIETY AND CULTURE 2 UNIT**

*What will I be doing in this course?*

### **Preliminary:**

- The social and cultural world
- Personal and social identity

- Intercultural communication

### **HSC:**

- The Personal Interest Project (PIP) 30% of the HSC (marked externally)
- Social and cultural community and change
- Two depth studies from popular culture, belief systems, equality and difference and work and leisure.

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

Students should be able to demonstrate an understanding of the knowledge, skills, values and attitudes essential to achieving social and cultural literacy via the examination of the interactions between persons, societies, cultures and environment across time. Students will also be able to understand and utilise a range of research methodologies (interviews, surveys and questionnaires, etc) to understand their social research.

*How will this course help me in the future?*

Society and Culture prepares students for an immediate transition to work or tertiary study. Students learn to analyse issues, to write reports, to work in teams, to conduct individual research. In terms of career prospects it can be valuable to those wishing to undertake further study in such fields as teaching, Marketing, Town Planning or the Law.

## **SPORT, LIFESTYLE AND RECREATION STUDIES - BOARD ENDORSED (CEC)**

This subject is available as:

- 2 units for 2 years

*What will I be doing in this course?*

Body in Motion, with electives from: History of Sport; Healthy Lifestyles; Social Perspectives in Sport; Outdoor Recreation; Dance and Gym; Aquatics; Athletics and Sports Administration; Recreational Sport; Ball Games; Stick Games; Racquet Sports; Fitness; Sports Coaching and Training; Psychology and Performance; First Aid and Sports Injuries; Sport and Australia. There are three directions that you can take with this

course. All three include a core study of People in Motion and Society.

*How will I be assessed in this course?*

This course will be assessed by both theoretical and practical components.

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

Students undertaking this course will develop skills in identifying the relationship between a healthy lifestyle and diet and exercise. They will become more aware of anatomy and physiology and will create and refine their own performance of movement skills and safe sporting practices.

*How will this course help me in the future?*

Students selecting this course should be interested in sport with a desire to explore the working and functioning of the human body. This course will assist you to make valued and informed health decisions.

This course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education, physical education, nursing, occupational health, physiotherapy.

## **VISUAL ARTS 2 UNIT**

*What will I be doing in this course?*

In visual arts you will be MAKING artworks, exploring the history of art and how it has been documented. Through these two components of the course you will ;

- Explore a range of materials, art forms and subject matter to construct artworks.
- Discuss and write about the meanings and intention of artists, artworks and art making from different points of view.
- Investigate the relationships between artists, artworks, their worlds and audiences. To find out about what influences art practices and investigate written material.

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

- Present a body of work that represents a journey of

investigation of media or subject matter.

- Use art materials with confidence, sensitivity and technical competence.
- Process ideas through experimentation, problem solving and evaluation.
- Identify your individual style and approach to art making.
- Write about and discuss art works drawing from an established knowledge of the art world.

*How will this course help me in the future?*

In Visual Arts you will develop skills and qualities that will give you the basis for many situations in the workplace and further study. This course will establish your confidence to critically evaluate and participate in a modern world that relies heavily on communication through visual imagery.

The course encourages tolerance and empathy for different values and beliefs in your individual approach and is the pre requisite basis for many post HSC pursuits. eg; architecture, fine arts, advertising TAFE – entertainment industry, fashion landscaping, graphics.

## **VISUAL DESIGN 2 UNIT (BEC) (CEC)**

*What will I be doing in this course?*

The Visual Design course (distinctive from a graphics course) concentrates on developing skill and awareness of the visual aesthetics implicit to style in design. You will produce a major practical work that encapsulates skills learned through several smaller, practical works. You will be informed about and have responded to exploration of historical, design movements in written discussion.

Students will:

- Process and give form to their ideas through experimentation, problem solving and evaluation
- Make images and objects that link aesthetics, form and function.



- Become familiarised with software programs used in the design industries
- Discuss and write about the intention and impact of Design eras throughout history that have established, lasting styles.
- Develop and identify a personal approach and style in their design making.

*How will this course help me in the future?*

This course provides opportunities for students to pursue interests in the design field and is the pre requisite for many related tertiary courses;

- Advertising, multi media, web and graphic arts.
- Industrial, fashion, interior and landscape design.
- Costume, stage and film sets

Students will have a folio of finished work suitable for presentation at TAFE or University selection panels for design courses. The skills taught in this course also open opportunities for self employment.

## **WORK STUDIES – (CEC)**

*What will I be doing in this course?*

In the Preliminary and HSC courses students will complete a core unit called My Working Life and several elective modules titled which include:

- In the workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing work and life commitments
- Personal Finance
- Workplace Issues
- Self Employment
- Team Enterprise Skills
- Experiencing Work

Each elective module can be studied for an indicative time of either 15 or 30 hours, depending on student interest, teacher expertise, available resources, intended depth of treatment and workplace involvement.

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

Students will develop an understanding of work, the work environment and skills for employment, employment options, career management, life planning, training skills for success in workplace skills including personal and social influences on individuals and groups.

*How will this course help me in the future?*

Work Studies will enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training and to access employment opportunities.

## **VET COURSES**

VET courses accessible at other schools.

- Construction
- Entertainment
- Information Technology
- Primary Industries
- Retail Services

**SCHOOL AND SUBJECT FEES  
YEAR 11**

GENERAL SCHOOL CONTRIBUTION	
Year 11	\$110
ELECTIVE SUBJECT FEES – YEAR 11	
Dance	\$40
Drama	\$30
English	\$20
Food Technology	\$100
Industrial Technology - Timber	\$80
Information Processes & Technology	\$20
Mathematics	\$25
Music	\$30
Science – Biology	\$25
Science – Chemistry	\$25
Science – Earth & Environmental	\$25
Science – Investigating Science	\$25
Science – Physics	\$25
Visual Arts	\$50
Visual Design	\$60
Work Studies	\$20
VET COURSES:	
Construction	TBA
Entertainment	TBA
Hospitality (Uniform and Knife Kit additional)	\$160
Information Technology	TBA
Primary Industries	TBA
Retail Services	TBA
Voc Ed (VET) Travel (non refundable)	TBA

**SCHOOL AND SUBJECT FEES  
YEAR 12**

GENERAL SCHOOL CONTRIBUTION	
Year 12	\$110
ELECTIVE SUBJECT FEES – YEAR 12	
Dance	\$30
Drama	\$30
English	\$20
Industrial Technology - Timber	\$30
Information Processes & Technology	\$20
Mathematics	\$25
Music	\$30
Science - Biology	\$25
Science - Chemistry	\$25
Science – Earth & Environmental	\$25
Science - Physics	\$25
Science – Senior Science	\$25
Visual Arts	\$30
Visual Design	\$60
Work Studies	\$20
VET COURSES:	
Hospitality (Additional costs associated)	\$160
Metals & Engineering (Additional costs associated)	\$80
Voc Ed (VET) Travel (non refundable)	TBA

***This table will allow you to calculate your fees for Years 11 and 12 but please note they are only an approximation and may change.***

***Check costs before making your final subject decision.***