

Parramatta High School

*fax mentis
incendium gloriae*

HISC

Subject Selection Handbook

Year 11 2021

Stage 6

Year 12 2022

An information guide for students and their parents

SUBJECT SELECTION TIMEFRAME – YEAR 10 2020

TERM 2 Week 4	TERM 2 WEEKS 4-6	TERM 2 WK 6	TERM 2 WK 7/8	TERM 2 WK 9/10
Subject Selection Book Issued – students to read and discuss with parents.	Faculty talks to students about subjects offered. Careers talks	Subject Selection Google Site Available	Interviews for students Selections done Online Fri 19/6/20(W 8) Cut off for Choices	Consolidation of Choices Final Changes

THE HIGHER SCHOOL CERTIFICATE

Subject Selection

An Information Package for Students

Preliminary Course 2021

HSC Course 2022

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Principal's Introduction

As a young adult, you will be working towards the development of independence, responsibility and maturity as well as further preparing yourself, through your academic studies, for entry into the workforce, or into tertiary education.

*Being a **senior student** is not easy. You do not finish when school ends each day. There will be homework, assignments, study and preparation to do before the next day's lessons. Successful senior students are busy, committed people.*

The purpose of this handbook is to help you choose your courses for Stage 6 (Years 11 and 12).

It is important for you that you choose wisely. If you choose a course that is too difficult for you, you will probably be unsuccessful, discontented and will quickly lose interest. If you choose an area in keeping with your interests and abilities, your achievements are likely to bring credit to yourself and to your school. Aim for excellence at all times but aim also at goals you can reach.

Please consider the following:

Choosing the Best Courses and Pathway to be Successful

PHS offers many different ways for you to get where you want to go in your life.

- Traditional Pathway – many students choose to do their HSC over 2 years and choose traditional subjects – this often suits students with better academic ability wanting an ATAR or University entrance.
- Pathways – completing the HSC over up to 5 years – 2 subjects one year and then others in subsequent years – it allows students who may be less academic and not able to cope with full time – this allows students to work part time, gain a certificate in a TAFE course etc.
- Vocational Direction Pathway – students choose subjects that will help them gain a trade or an apprenticeship either at the end of the HSC or at some time over the next 2 years – students may decide to leave school after they turn 17 and enter TAFE full time to get direct access to a career. We offer VET and TVET subjects that will assist these students.

Please think carefully about what you are capable of doing and what courses will suit you. If you choose subjects too difficult you will be unhappy and you will not do well.

Students who wish to do a tertiary course after they leave school

A tertiary course is a course studied at University or other accredited tertiary institution. Particular school subjects are often compulsory for studying certain university courses. These are called *prerequisite* subjects.

Particular school subjects are often recommended for studying certain tertiary courses. The subjects are called *assumed knowledge*. You may find tertiary courses very difficult if you do not have this subject knowledge.

For information on **Prerequisite** or **Assumed Knowledge** see the UAC Booklet.

Most Tertiary courses at university use the **Australian Tertiary Admission Ranking (ATAR)** to compare students across Australia for selection into courses. This is calculated for each student by totalling the best ten scaled units of Board Developed Courses results from your Higher School Certificate as long as certain rules are followed. Please read the section on ATAR in this booklet for more details on ATAR requirements. It is important to try to get as high a score as you can so that you have many courses options from which to choose.

Students who wish to enter the workforce after leaving school

The subjects you choose in the senior school may determine the career direction you take.

The subjects you take may influence an employer to select you for a particular job.

It would be in your interest to consider **Vocational Pathway**. By choosing a combination of TAFE and Vocational Courses you will have the benefit of work experience and be better suited to go to work or study further at TAFE at the end of your schooling.

TAFE Vocational Education and Training (TVET)

TVET courses broaden your educational base, enhance your opportunities for alternate pathways and ultimately increase your chances of employment. These courses are not offered at school, but will run at TAFE colleges.

Students will receive recognition from TAFE, a result notice and a Certificate upon completion.

TVET courses are an ideal introduction for students to an adult learning environment, whilst keeping in touch with the stability of school. It gives students the experience of learning with students from different schools, assisting them to broaden their educational and social skills. Every pupil enrolled as a TVET student, gains the advantage of studying a recognized TVET Course and not having to pay any of the associated fees that they would have to pay if they studied it *off their own back* outside of the school. The students are expected to pay for their own travel expenses. Students studying a TVET course, find it easier to enrol in TAFE in the future.

Most of the courses are practical in nature and so many students find these courses more interesting than the more theoretical nature of some of the school based subjects.

As TAFE students, TVET students are able to use all TAFE facilities including the support services and substantial TAFE library. TAFE have excellent literacy and numeracy support staff for students in need of these services. ESL support is also available to those students in need.

School based part-time traineeships

A number of significant improvements have recently been introduced into the apprenticeship and traineeship system in NSW to make training more flexible and to better meet the needs of industry. For example, some traineeships in NSW can now be:

- offered to secondary school students
- delivered on a part-time basis
- easily linked to further vocational education and training and university studies
- established in new industries and at higher qualification levels
- delivered completely in the workplace
- paid work under an appropriate industrial arrangement
- learn as you earn

School based traineeships currently available

Traineeship Vocations currently available as the Part-time Traineeships in NSW Schools Program.(Some are called T3)

Aeroskills

Certificate II in Aeroskills

Automotive Services

Certificate II in Automotive (Mechanical - Vehicle Servicing)

Certificate II in Automotive (Vehicle Body - Paint/Panel Preparation)

Certificate II in Automotive (Electrical - Accessory Fitting)

Certificate II in Automotive (Sales - Replacement Parts and Accessories)

Business

Certificate II in Business

Caravan Operations

Certificate II in Caravan Park Operations

Community Services Work

Certificate II in Community Services Support Work CHC20102

Certificate III in Aged Care Work CHC30102

Electrotechnology

Certificate II in Electrotechnology (Business Support)

Certificate II in Electrotechnology (Servicing)

Comment: Specialisations in illuminated signs and operational support are not available for school based trainees.

Engineering

Certificate II in Engineering - Production

Entertainment

Certificate II in Entertainment

Comment: Most employment opportunities exist at Certificate III. Schools must have strong partnership with industry to support Certificate II.

Food Processing (Operations)

Certificate II in Food Processing

Certificate II in Food Processing (Sales)

Horticulture

Certificate II in Horticulture

Hospitality Operations

Certificate II in Hospitality (Operations)

Certificate II in Hospitality (Kitchen Operations)

Information Technology

Certificate II in Information Technology

Process Manufacturing

Certificate II in Plastics

Printing and Graphic Arts

Certificate II in Desktop Publishing

Certificate II in Print Production Support

Certificate II in Print Design

Property

Certificate III in Property (Real Estate)

Retail Operations

Certificate II in Retail Operations

Certificate II in Retail (Customer Service)

Rural Skills

Certificate II in Agriculture

Seafood Industry

Certificate II in Seafood Industry (Aquaculture)

Sport & Recreation

Certificate II in Sport & Recreation (Community Recreation)

Certificate II in Sport and Recreation

Certificate II in Outdoor Recreation

Certificate II in Sport and Recreation (Sport Officiating)

Telecommunications

Certificate II in Telecommunications

Tourism Operations

Certificate II in Tourism (Operations)

Transport & Distribution

Certificate II in Transport & Distribution (Warehousing & Storage)

Comment: The usual industry practice is that trainees receive the same wages as non-trainees.

Certificate II in Transport & Distribution (Road Transport)

Comment: ITAB recommends Furniture Removal strand and other strands not requiring heavy vehicle licenses. The usual industry practice is that trainees receive the same wage as non-trainees.

Veterinary Nursing

Certificate II in Animal Studies

Note: Availability of traineeships to school based part-time trainees is subject to the employer accessing suitable industrial relations arrangements.

There may be some additions or adjustments to this list as further traineeship opportunities and training package qualifications become available.

FOR ALL STUDENTS

Choosing subjects you are **interested in** and like, make your life at school more enjoyable.

Choosing subjects which **match your level of ability** makes your life at school more rewarding.

Choose subjects which **fulfil career requirements**.

The results of surveys of Year 12 students have shown that those who choose a subject because their friends were doing it have later regretted their decision.

You should select your pattern of study carefully as most courses extend over two years, and you will not have the opportunity of changing at the end of Year 11.

The Careers Advisor, Mrs Ibrahim, is available by appointment to discuss any issues you may have. She is in the careers office or can be contacted on michelle.ibrahim@det.nsw.edu.au.

WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Years 11 and 12.

- **Board Developed Courses**

These courses are developed by the Board of Studies. For each course the following information is available:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR (UAI).

- **Board Endorsed Courses**

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.
- Schools may also design courses to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year only courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR (UAI).

Saturday School of Community Languages

A number of languages are available to be studied through Saturday School e.g. Arabic, Chinese (Mandarin), Turkish, Japanese, Korean, Modern Greek and Vietnamese. Details of requirements for Year 11 and 12 are available from your Saturday School teacher.

Application to continue your enrolment from Year 10 to Year 11 in 2016 will arrive in the school during Term 4 and will be available from Mrs Smith. Information will be placed in the school Daily Notices.

For further details see Mrs Smith

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

Each unit involves class time of approximately 3 1/2 hours per fortnight. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 7 hours per fortnight
= 100 marks

The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE

This is the basic structure for all courses.

All courses in the Preliminary and HSC year have a unit value. Courses may have a value of 1 unit or 2 units. Most courses are 2 units.

All 2 unit course syllabuses are divided into two parts – a “Preliminary Course” usually completed in Year 11 and an “HSC Course” usually completed in Year 12.

EXTENSION COURSE

Extension study is available in a number of subjects. Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR . Studies of Religion is a Board Developed Course and therefore counts towards an ATAR .

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.
- Satisfactorily complete the Preliminary course before they are eligible to commence corresponding HSC course.
- Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subjects
- At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Additional information:

- The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

Requirements for an Australian Tertiary Admission Rank (ATAR)

To be eligible for an ATAR, a student must satisfactorily complete at least ten units of Board Developed Courses (which must include at least eight units of Category A courses and at least two units of English). The Board Developed Courses must include at least three courses of two units together and at least four subjects.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

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

Vocational Pathway

If you wish to go to work after completing the HSC or to do further study at TAFE that does not require an ATAR, you must choose at least six units from Board Developed Courses (white pages). Two units of English must be included. You may choose your remaining six units from either yellow or green pages. The green pages are Board Endorsed Courses run by the school or TAFE which do not count towards an ATAR (but may better suit your career path. The course can be either a one unit course or a two unit course but *not* two one unit courses.

Accumulation of the HSC

Students may accumulate Preliminary and HSC units for up to a five year period. If you plan to take more time than the traditional two years of Year 11 and 12 to study for the HSC, please see your Year Adviser as soon as possible for more details and conditions imposed on such a pathway. If you repeat a subject only the last attempt will be included in ATAR calculations.

Assessment

Students will receive an assessment booklet for both the Preliminary and HSC courses which outline the expectations for each subject. Students must satisfactorily complete **all** assessment tasks for each subject. Students who fail to submit assessment tasks or who make a non-serious attempt will place their position at the school in jeopardy.

HSC BOARD DEVELOPED COURSES OFFERED AT PARRAMATTA HIGH SCHOOL

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Ancient History	Ancient History		HSC History Extension ¹
Biology	Biology ²		
Business Studies	Business Studies		
Chemistry	Chemistry ²		
Community and Family Studies	Community and Family Studies		
Dance	Dance		
Design and Technology	Design and Technology		
Drama	Drama		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Standard English EAL/D English Advanced English Studies	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Geography	Geography		
Industrial Technology	Industrial Technology – Wood		
Information Processes and Technology	Information Processes and Technology		
Investigating Science	Investigating Science ²		
Languages	Please see next table		
Legal Studies	Legal Studies		
Mathematics	Standard Mathematics Advanced Mathematics	Preliminary Mathematics Extension	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History		HSC History Extension ¹
Music	Music 1 ³ Music 2		HSC Music Extension
PD/Health/PE	PD/Health/PE		
Physics	Physics ²		
Society and Culture	Society and Culture		
Software Design and Development	Software Design and Development		
Visual Arts	Visual Arts		

Languages: Parramatta HS only offers French Beginners, French Continuers and Indonesian Beginners. If you wish to study another language externally, please see Ms Smith.

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Arabic	Arabic Beginners Arabic Continuers		HSC Arabic Extension
Armenian	Armenian		
Chinese	Chinese Beginners Chinese Continuers Chinese Background Speakers		HSC Chinese Extension
Classical Greek	Classical Greek Continuers		HSC Classical Greek Extension
Czech	Czech		
Dutch	Dutch		
Estonian	Estonian		
Filipino	Filipino		
French	French Beginners French Continuers		HSC French Extension
German	German Beginners German Continuers		HSC German Extension
Classical Hebrew	Classical Hebrew Continuers		HSC Classical Hebrew Extension
Modern Hebrew	Modern Hebrew Continuers		
Hindi	Hindi		
Hungarian	Hungarian		
Indonesian	Indonesian Beginners ⁶ Indonesian Continuers ⁶ Indonesian Background Speakers ⁶		HSC Indonesian Extension
Italian	Italian Beginners Italian Continuers		HSC Italian Extension
Japanese	Japanese Beginners Japanese Continuers Japanese Background Speakers		HSC Japanese Extension
Khmer	Khmer		
Korean	Korean Beginners Korean Continuers Korean Background Speakers		
Latin	Latin Continuers		HSC Latin Extension
Latvian	Latvian		
Lithuanian	Lithuanian		
Macedonian	Macedonian ⁵		
Malay	Malay Background Speakers ⁶		
Maltese	Maltese		
Modern Greek	Modern Greek Beginners Modern Greek Continuers		HSC Modern Greek Extension
Persian	Persian		
Polish	Polish		
Portuguese	Portuguese		
Russian	Russian		

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Serbian	Serbian ⁵		
Slovenian	Slovenian ⁵		
Spanish	Spanish Beginners Spanish Continuers		HSC Spanish Extension
Swedish	Swedish		
Tamil	Tamil		
Turkish	Turkish		
Ukrainian	Ukrainian		
Vietnamese	Vietnamese Continuers		

HSC Course Notes

These notes and footnotes (1 – 6) refer to the list of courses

- A number of subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Society & Culture, Design and Technology and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
1. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.
 2. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary units and 6 HSC units of Science can be included. You must study Music Course 2 if you wish to study HSC Music Extension.
 3. You may not study both Studies of Religion I and Studies of Religion II.
 4. You may present for only one of the following languages: Croatian, Macedonian, Serbian and Slovenian.
 5. You may not study both Indonesian and Malay.

HSC BOARD DEVELOPED COURSES continued.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET Curriculum Frameworks

The Board has developed curriculum frameworks for thirteen industry areas. Within each framework there are a number of courses. You must undertake a work placement to complete these courses successfully.

The thirteen frameworks are:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment Industry
- Financial Services
- Hospitality
- Human Services
- Information and Digital Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism, Travel and Events

Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC courses.

At least one 240-hour course in each framework will have a written examination that students can choose to undertake so that the result can be included in the calculation of the ATAR (UAI) as category B courses. These courses are marked *.

VET Curriculum Frameworks offered at Parramatta High School 2021-22		
Subject	Course	Extension
VET Curriculum Frameworks		
Hospitality	Hospitality – Food & Beverage (240 hours)*	None

ASSESSMENT AND REPORTING

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabus documents, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's School Certificate.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive your HSC credentials containing:
 - The HSC Testamur

(The official certificate confirming your achievement of all requirements for the award.)

- The Record of Achievement

(This document lists the courses you have studied and reports the marks and bands you have achieved.)

- Course Reports

For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.)

Change of Course Selection

Considerable care should be taken in making the initial selection of subjects so that the Subject Selection Form returned to the school is as definite and final as possible. If, however, a change is necessary, the following conditions apply:

- Class numbers and allocations for 2021 will be finalised during Term 4 and any changes after that date will depend on student places available.
- All requests for changes to the original Subject Selection Form must come from parents in writing to the year Adviser and will only be possible if there is a place in the desired subject.
- A request for a subject change during Term 1 in 2021 should be discussed with the relevant Head Teacher prior to making the application.
- Any change after the beginning of the school year will take place only if the school is satisfied of its necessity and if missed work can be satisfactorily completed. Once the school has approved the change, it is the responsibility of the student making a change to catch up on work already covered prior to the change.

Additional information about courses and the HSC is available on the NSW Education Standards Authority Website:

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

C A T E G O R Y A	Ancient History (2 Unit)	Indonesian Beginners (2 Unit)
	Biology (2 Unit)	Industrial Technology - Timber (2 Units)
	Business Studies (2 Unit)	Information Process & Technology (2 Unit)
	Chemistry (2 Unit)	Investigating Science (2 unit)
	Community & Family Studies (2 Unit)	Languages – Saturday School (2 Unit)
	Dance (2 Unit)	Legal Studies (2 Unit)
	Design & Technology (2 Unit)	Mathematics Standard (2 Unit)
	Drama (2 Unit)	Mathematics Advanced (2 Units)
	Economics (2 Unit)	Mathematics Extension (1 Unit)
	English Standard (2 Unit)	Modern History (2 Unit)
	English Advanced (2 Unit)	Music 1 (2 Unit)
	English Extension (1 Unit)	Music 2 (2 Unit)
	English EAL/D (2 Unit)	PD/H/PE (2 Unit)
	English Studies - 2 Unit	Physics (2 Unit)
Engineering Studies (2 Unit)	Science Extension (1 Unit) HSC only	
Food Technology (2 Unit)	Society & Culture (2 Unit)	
French Beginners (2 Unit)	Software Design & Development (2 Unit)	
French Continuers (2 Unit)	Visual Arts (2 Unit)	
Geography (2 Unit)		
History Extension (1 Unit) HSC only		

C A T E G O R Y B	<u>Vocational Education Courses – studied at school:</u>	<u>Vocational Education Courses – studied at TAFE</u>
	Hospitality - Food and Beverage (2 Unit)	<i>Can be 1 or 2 Units</i>
		(Examples only – see TVET booklet for further information)
		Accounting
		Construction
		Metals and Engineering
		Tourism
		Business Services
		Electrotechnology
		Primary Industries
		Human Services – Nursing
		Automotive
		Entertainment

CONTENT ENDORSED COURSES (Do not count towards ATAR (UAI))		
	SCHOOL	TAFE (Examples only – see TVET booklet for further information)
C A T E G O R Y N	Sport, Lifestyle and Recreation – 2 Unit	Animal Studies
		Automotive
		Fashion Design
		Hairdressing and Beauty
		Interior Design
		Marketing
		Plumbing
		Real Estate
		Screen and Media

CONTACT STAFF FOR COURSES

ENGLISH	
English Standard (2 Unit)	Ms Begg
English Advanced (2 Unit)	Ms Begg and all English staff
English Extension (1 Unit)	Ms Begg
English EAL/D (2 Unit)	Ms Begg
English Studies (2Unit)	Ms Begg
MATHEMATICS	
Mathematics -Standard (2 Unit)	Ms Aylett
Mathematics Advanced (2 Units)	Ms Aylett
Mathematics Extension (1 Unit)	Ms Aylett
SCIENCE	
Biology (2 Unit)	Ms Harrison
Chemistry (2 Unit)	Ms Harrison
Physics (2 Unit)	Ms Harrison
Investigating Science (2 Unit)	Ms Harrison
Science Extension (1 Unit) HSC only	Ms Harrison
HSIE	
Ancient History (2 Unit)	Ms Kougelos/ Ms Bouziannis/Ms Cossu
Business Studies (2 Unit)	Ms Edwards/Ms Nand/Moutasalleem
Economics (2 Unit)	Ms Nand/Ms Edwards
Geography (2 Unit)	Ms Edwards
Legal Studies (2 Unit)	Ms Edwards/ Ms Nand/Moutasellam
Modern History (2 Unit)	Ms Cossu/Mr Hammoud
Society & Culture (2 Unit)	Ms Edwards/Mr Hammoud
History Extension (1 Unit) Year 12 only	Ms Kougelos
PDHPE	
PD/H/PE (2 Unit)	Mr Youssef
Community & Family Studies (2 Unit)	Mr Youssef
Sport Lifestyle and Recreation (2 Unit)	Mr Youseff
TAS	
Food Technology	Mr Wise/Ms Kocsis
Design & Technology (2 Unit)	Mr Wise/Ms Moore
Engineering Studies (2 Unit)	Mr Wise/Mr Charters
Hospitality – Food & Beverage (2 Unit)	Mr Wise/Ms Kocsis
Industrial Technology - Timber	Mr Wise/Mr Denia
Information Process & Technology (2 Unit)	Mr Wise
Software Design & Development (2 Unit)	Mr Wise/Mr Smith
CAPA	
Music 1 (2 Unit)	Ms Jones / Ms Piper
Music 2 (2 Unit)	Ms Jones / Ms Piper
Visual Arts (2 Unit)	Ms Jones/Ms Giblin
Drama (2 Unit)	Ms Jones/Ms McLachlan
Dance (2Unit)	Ms Jones/Ms McLachlan
LANGUAGES	
French Beginners (2 Unit)	Ms Smith
French Continuers (2 Unit)	Ms Smith
Indonesian Beginners (2 Unit)	Ms Smith
Languages – Saturday School (2 Unit)	Ms Smith

Course Descriptions.

You can also go to the NESA website to view HSC course descriptions and syllabi.

Please note that not all courses on this website are run at Parramatta High School. Please check preceding pages for courses offered at PHS. The course descriptions are also included on the following pages.

English:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

Mathematics:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

Science:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science>

Technologies:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies>

HSIE:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie>

Creative Arts:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts>

PDHPE:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe>

Languages:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages>

Board Developed Courses

English

English Standard

Course No:

- 11130 Year 11 English Standard
 - 15130 Year 12 English Standard.
- 2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

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

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

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

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

Content

Year 11

The course has two sections:

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.

Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.

Year 12

The course has two sections:

The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.

Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

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

a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts

texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia

a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples

texts with a wide range of cultural, social and gender perspectives.

Year 11

Students are required to study:

one complex multimodal or digital text in Module A (this may include the study of film)

one substantial literary print text in Module B, for example prose fiction, drama or a poetry

text, which may constitute a selection of poems from the work of one poet

a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts

- a wide range of additional related texts and textual forms.

Year 12

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common module: Texts and Human Experiences*.

English Advanced

Course No:

- 11140 Year 11 English Advanced
- 15140 Year 12 English Advanced.

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

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

Course Description

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

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four

prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

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

Content

Year 11

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

Year 12

The course has two sections:

- The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

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

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia

- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

Year 11

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

Year 12

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry **or** drama. The remaining text may be film **or** media **or** a nonfiction text **or** may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common module: Texts and Human Experiences*.

English Extension

Course No:

- 11150 Year 11 English Extension
- 15160 Year 12 English Extension 1
- 15170 Year 12 English Extension 2.

1 unit for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.

Prerequisites:

(a) English Advanced

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

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

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

Course Description

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

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

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

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

Content

Year 11

The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

Year 12

English Extension 1 course – The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are

- Literary homelands
- Worlds of upheaval
- Reimagined worlds
- Literary mindscapes
- Intersecting worlds

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Course Requirements

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

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

Year 11

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12

In the English Extension 1 course students are required to study:

- at least **three** prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

In the English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in ONE of the following forms:
 - short fiction
 - creative non-fiction
 - poetry
 - critical response
 - script – short film, television, drama
 - podcasts – drama, storytelling, speeches, performance poetry
 - multimedia.

English EAL/D

Course No:

- 11165 Year 11 English EAL/D
- 15155 Year 12 English EAL/D.

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: English Advanced; English Standard; English Studies; English Extension

Eligibility rules apply. The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. The eligibility rules for this course are available on the [ACE website](#).

Course Description

In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.

In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.

Content

Year 11

- Students study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are *Language and Texts in Context*, *Close Study of Text* and *Texts and Society*.
- Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.

Year 12

- Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.
- The fourth module, *Focus on Writing*, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses.

Course Requirements

Across the English EAL/D Stage 6 Course students are required to study:

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

Year 11

Students are required to:

- study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each module.

Year 12

Students are required to:

- study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry **or** drama; film **or** media **or** nonfiction texts
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- study at least one related text in *Module A: Texts and Human Experiences*
- engage in speaking and listening components in each module.

English Studies

Course No:

- 30105 Year 11 English Studies
- 30115 Year 12 English Studies.

2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.

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

Course Entry Guidelines

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

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

- English Studies is a Stage 6 Board Developed Course (Category B) to be implemented with Year 11 from 2018
- From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA
- To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

Course Description

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

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

Content

Year 11

- Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

Year 12

- The HSC Common Content consists of one module *Texts and Human Experiences* which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

Course Requirements

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

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts

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

Year 11 and Year 12

Students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Year 12

In addition to the above requirements, students in Year 12 **only** are required to:

- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

Maths

Mathematics Standard

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.

	Mathematics Standard	
	Topics	Subtopics
Year 11 course (120 hours)	Algebra	MS-A1 Formulae and Equations 📎 MS-A2 Linear Relationships
	Measurement	📎 MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial Mathematics	MS-F1 Money Matters
	Statistical Analysis	📎 MS-S1 Data Analysis 📎 MS-S2 Relative Frequency and Probability

- Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.
- Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.

Year 12 Course Structure and Requirements

The courses are organised into topics, with the topics divided into subtopics.

Year 12 course (120 hours)	Mathematics Standard 1	
	Topics	Subtopics
	Algebra	📎 MS-A3 Types of Relationships
	Measurement	📎 MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings
	Financial Mathematics	📎 MS-F2 Investment 📎 MS-F3 Depreciation and Loans
	Statistical Analysis	📎 MS-S3 Further Statistical Analysis
	Networks	MS-N1 Networks and Paths

Year 12 Course (120 hours)	Mathematics Standard 2	
	Topics	Subtopics
	Algebra	📎 MS-A4 Types of Relationships
	Measurement	📎 MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios
	Financial Mathematics	📎 MS-F4 Investments and Loans 📎 MS-F5 Annuities
	Statistical Analysis	📎 MS-S4 Bivariate Data Analysis 📎 MS-S5 The Normal Distribution
	Networks	MS-N2 Network Concepts MS-N3 Critical Path Analysis

- Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.
- Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.

Mathematics Advanced

Year 11 Course Structure and Requirements

The course is organised in topics, with the topics divided into subtopics.

	Mathematics Advanced	
	Topics	Subtopics
Year 11 course (120 hours)	Functions	📎 MA-F1 Working with Functions
	Trigonometric Functions	📎 MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and Identities
	Calculus	MA-C1 Introduction to Differentiation
	Exponential and Logarithmic Functions	📎 MA-E1 Logarithms and Exponentials
	Statistical Analysis	📎 MA-S1 Probability and Discrete Probability Distributions

Year 12 Course Structure and Requirements

The course is organised in topics, with the topics divided into subtopics.

Year 12 course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	🔗 MA-F2 Graphing Techniques
	Trigonometric Functions	MA-T3 Trigonometric Functions and Graphs
	Calculus	MA-C2 Differential Calculus MA-C3 Applications of Differentiation 🔗 MA-C4 Integral Calculus
	Financial Mathematics	🔗 MA-M1 Modelling Financial Situations
	Statistical Analysis	🔗 MA-S2 Descriptive Statistics and Bivariate Data Analysis 🔗 MA-S3 Random Variables

Mathematics Extension 1

Year 11 Course Structure and Requirements

The course is organised in topics, with the topics divided into subtopics.

	Mathematics Extension	
	Topics	Subtopics
Year 11 course (60 hours)	Functions	ME-F1 Further Work with Functions ME-F2 Polynomials
	Trigonometric Functions	ME-T1 Inverse Trigonometric Functions ME-T2 Further Trigonometric Identities
	Calculus	ME-C1 Rates of Change
	Combinatorics	ME-A1 Working with Combinatorics

For the Year 11 course:

- The Mathematics Advanced Year 11 course should be taught prior to or concurrently with this course.

Year 12 Course Structure and Requirements

The course is organised in topics, with the topics divided into subtopics.

Year 12 course (60 hours)	Mathematics Extension 1	
	Topics	Subtopics
	Proof	ME-P1 Proof by Mathematical Induction
	Vectors	ME-V1 Introduction to Vectors
	Trigonometric Functions	ME-T3 Trigonometric Equations
	Calculus	ME-C2 Further Calculus Skills
		ME-C3 Applications of Calculus
Statistical Analysis	ME-S1 The Binomial Distribution	

For the Year 12 course:

- The Mathematics Advanced Year 12 course should be taught prior to or concurrently with this course.
- The Mathematics Advanced Year 11 course is a prerequisite.

Mathematics Extension 2

Course Structure and Requirements

The course is organised in topics, with the topics divided into subtopics.

Year 12 course (60 hours)	Mathematics Extension 2	
	Topics	Subtopics
	Proof	MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction
	Vectors	MEX-V1 Further Work with Vectors
	Complex Numbers	MEX-N1 Introduction to Complex Numbers MEX-N2 Using Complex Numbers
	Calculus	MEX-C1 Further Integration
	Mechanics	MEX-M1 Applications of Calculus to Mechanics

For this course:

- The Mathematics Extension 1 Year 12 course should be taught prior to or concurrently with this course.

CAPA

HSC Course Descriptions

Course: Dance	Course No: 15070
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
Preliminary Course Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are: <ul style="list-style-type: none"> ▪ Performance (40%) ▪ Composition (20%) ▪ Appreciation (20%) ▪ Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class). 	
HSC Course Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology . The HSC Dance course can include hip hop, jazz and multicultural dance	
Core (60%) Performance 20%, Composition 20%, Appreciation 20% Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.	

Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

HSC Course Descriptions

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

HSC Course Descriptions

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

HSC Course Descriptions

Course: Music 2	Course No: 15300
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 1	
Course Description In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.	
Main Topics Covered Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900. In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).	
Particular Course Requirements In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.	

HSC Course Descriptions

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

HSIE

Ancient History

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Course Description

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

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

Content

Year 11

The Year 11 course comprises three sections.

- Investigating Ancient History (60 indicative hours including ‘The Nature of Ancient History’ and ‘Case Studies’)
- Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies.
- Features of Ancient Societies (40 indicative hours)
- Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One ‘Ancient Societies’ topic (30 indicative hours)
- One ‘Personalities in their Times’ topic (30 indicative hours)
- One ‘Historical Periods’ topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course Requirements

Year 11

In the Year 11 course, students undertake at least two case studies.

- One case study must be from Egypt, Greece, Rome or Celtic Europe, and
- One case study must be from Australia, Asia, the Near East or the Americas.

Year 12

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

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

Year 12 Ancient History School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

Ancient History HSC Examination Specifications:

- The examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 5 minutes reading time.
- The paper will consist of four sections.
- Questions may include sources and/or interpretations.
- Questions may examine content from the Survey and Focus of study.

Modern History

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Course Description

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

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

Content

Year 11

The Year 11 course comprises three sections.

- Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’)
- Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies.
- Historical Investigation (20 indicative hours)
- The Shaping of the Modern World (40 indicative hours)
- At least one study from ‘The Shaping of the Modern World’ is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One ‘National Studies’ topic (30 indicative hours)
- One ‘Peace and Conflict’ topic (30 indicative hours)
- One ‘Change in the Modern World’ topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course Requirements

Year 11

In the Year 11 course, students undertake at least two case studies.

- One case study must be from Europe, North America or Australia, and
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Year 12

Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

Year 12 Modern History School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

Modern History HSC Examination Specifications:

- The examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 5 minutes reading time.
- The paper will consist of four sections.
- Questions may include sources and/or interpretations.
- Questions may examine Key features and content from the Survey and Focus of study.

History Extension

1 unit for Year 12 (HSC).
Board Developed Course.

Prerequisites:

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.

Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.
Exclusions: Nil

Course Description

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

Content

The course comprises two sections.

Constructing History (Minimum 40 indicative hours)

Key Questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?
-

Case Studies:

Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

History Project (Maximum 20 indicative hours)

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Course Requirements

The course requires students to undertake:

- one case study
- the development of one History Project.

Year 12 History Extension School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of significant historical ideas and processes	40
Skills in designing, undertaking and communicating historical inquiry and analysis	60
	100

History Extension HSC Examination Specifications:

- The examination will consist of a written paper worth 50 marks.
- The time allowed is 2 hours plus 10 minutes reading time.
- The paper will consist of two sections.

Information about the History Project in History Extension

The History Project provides the opportunity for students to design and conduct an investigation into an area of changing historical interpretation. Students develop and refine specific questions for investigation that contribute to their understanding of some or all of the key questions:

- ♣ Who are historians?
- ♣ What are the purposes of history?
- ♣ How has history been constructed, recorded and presented over time?
- ♣ Why have approaches to history changed over time? Students work independently to plan and conduct their investigation. The investigation provides opportunities to apply the historiographical understanding developed through the course work and/or develop their own approaches to constructing and representing history. The History Project – Historical Process consists of three elements assessed as one formal task:
 - ♣ proposal
 - ♣ process log
 - ♣ annotated sources.

The History Project – Essay comprises an argument in response to a focus question, with supporting evidence. The essay must:

- ♣ be in print form
- ♣ not exceed 2500 words
- ♣ include a bibliography of the sources used.
- ♣ include a 600 word annotation of the 3 selected bibliographic sources used.

Society and Culture

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Preliminary Course

- The Social and Cultural World – the interactions between persons and groups within societies
- Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC Course

Core

- Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP) – an individual research project

Depth Studies

Two to be chosen from:

- Popular Culture – the interconnection between popular culture, society and the individual
- Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Particular Course Requirements-THE PERSONAL INTEREST PROJECT

Social and cultural research methods are to be applied through the process of completing the Personal Interest Project.

Students are to:

- develop a research proposal clearly outlining the topic, question or problem
- select appropriate concepts to ensure that the topic and the subsequent research relate to the Society and Culture course
- select methods appropriate to the research proposal and apply these to the topic
- gather and evaluate information and sources related to the topic
- draft and edit text that analyses and synthesises the findings of the research

- complete all formal requirements of the Personal Interest Project:
 - introduction (500 words)
 - log (500 words)
 - central material (2,400-4,000 words)
 - conclusion (500 words)
 - resource list (no word limit)
- achieve an appreciation of the ethical implications of social research and apply these to the Personal Interest Project
- communicate the findings of their research.

Year 12 Society and Culture School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Application and evaluation of social and cultural research methods	30
Communication of information, ideas and issues in appropriate forms	20
	100

Information about school-based assessment of the Personal Interest Project (PIP) in Society and Culture:

Since the final project will be assessed externally, no part of the product is to be assessed as part of the school-based assessment program. The PIP process, however, may be assessed. Students may report in written or oral form on the progress they are making. They may outline their choice of research methods, justify these and report on their application to the research topic. The student's PIP diary may provide a basis for assessment.

Society and Culture HSC Examination Specifications:

- The examination will consist of a written paper worth 60 marks and a Personal Interest Project worth 40 marks. Time allowed: 2 hours plus 5 minutes reading time.
- The written paper will consist of TWO sections.

Business Studies

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

Preliminary Course

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

HSC Course

- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

Year 12 Business Studies School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	40
Stimulus-based skills	20
Inquiry and research	20
Communication of business information, ideas and issues in appropriate forms	20
	100

Business Studies HSC Examination Specifications -3 hour written exam; 4 sections

Economics

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Year 12 Economics School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	40
Stimulus-based skills	20
Inquiry and research	20
Communication of economic information, ideas and issues in appropriate forms	20
	100

Economics HSC Examination Specifications: 3 hour written exam; 4 sections

Geography

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description

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

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

Preliminary Course

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student's own choosing.

HSC Course

- 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.

Particular Course Requirements

Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

Year 12 Geography School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	40
Geographical tools and skills	20
Geographical inquiry and research, including fieldwork	20
Communication of geographical information, ideas and issues in appropriate forms	20
	100

Geography HSC Examination Specifications:

- The examination will consist of a written paper worth 100 marks. Time allowed: 3 hours plus 5 minutes reading time.
- The paper will include a stimulus booklet, which may contain maps, graphs, statistics and photographs. The paper will consist of three sections.

Legal Studies

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

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

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

Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

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.

HSC Course

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

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.

Year 12 Legal Studies School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	40
Analysis and evaluation	20
Inquiry and research	20
Communication of legal information, issues and ideas in appropriate forms	20
	100

Legal Studies HSC Examination Specifications:

- The examination will consist of a written paper worth 100 marks. Time allowed: 3 hours plus 5 minutes reading time.
- The paper will consist of three sections. Questions in Sections I and II may refer to stimulus.

LOTE

HSC Course Descriptions

Course: French Beginners	Course No: 15670
2 units for each of Preliminary and HSC Board Developed Course Exclusions: French Continuers; French Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's <i>ACE Manual</i> .	
Course Description In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the French-speaking communities</i> , provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French 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 French-speaking communities through the study of a range of texts.	
Main Topics Covered <ul style="list-style-type: none">▪ 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	

HSC Course Descriptions

Course: French Continuers	Course No: 15680
2 units for each of Preliminary and HSC Board Developed Course Prerequisites: School Certificate French or equivalent knowledge is assumed. Exclusions: French Beginners	
Course Description The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.	
Themes: <ul style="list-style-type: none">▪ the individual▪ the French-speaking communities▪ the changing world. Students' language skills are developed through tasks such as: <ul style="list-style-type: none">▪ conversation▪ responding to an aural stimulus▪ responding to a variety of written material▪ writing for a variety of purposes▪ studying the culture of French-speaking communities through texts.	
Particular Course Requirements: Nil	

HSC Course Descriptions

Course: Indonesian Beginners	Course No: 15750
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Exclusions: Indonesian Continuers; Indonesian Extension; Indonesian Background Speakers; Malay Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's <i>ACE Manual</i>.</p>	
<p>Course Description</p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Indonesian. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the Indonesian-speaking communities</i>, provide contexts in which students develop their communication skills in Indonesian and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of Indonesian 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 Indonesian-speaking communities through the study of a range of texts.</p>	
<p>Main Topics Covered:</p> <ul style="list-style-type: none"> ▪ Family life, home and neighbourhood ▪ People, places and communities ▪ Education and work ▪ Friends, recreation and pastimes ▪ Holidays, travel and tourism ▪ Future plans and aspirations. 	
<p>Particular Course Requirements: Nil</p>	

PDHPE

Personal Development, Health and Physical Education

[View course](#)

Course No: 15320

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

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

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

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

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select two of the following options:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Particular Course Requirements

In addition to core studies, students select **two** options in each of the Preliminary and HSC courses.

Community and Family Studies

[View course](#)

Course No: 15060

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

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

Preliminary Course

- Resource Management Basic concepts of the resource management process (approximately 20% of course time).
- Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time).
- Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time).

HSC Course

- Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time).
- Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

HSC Option Modules

Select **one** of the following (approximately 25% of course time):

- Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan.
- Social Impact of Technology The impact of evolving technologies on individuals and lifestyle.
- Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular Course Requirements

Students are required to complete an Independent Research Project as part of the HSC 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.

Course: Sport, Lifestyle and Recreation Studies
Content Endorsed Course Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
<p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>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.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none">▪ 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. <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none">▪ Aquatics▪ Athletics▪ First Aid▪ Fitness▪ Specific Sports▪ Gymnastics▪ Outdoor Recreation▪ Sports Administration▪ Coaching▪ Social Perspectives of Sport▪ Healthy Lifestyle.

SCIENCE

Biology

Course No:

- 11030 Year 11 Biology
- 15030 Year 12 Biology.

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Course Description

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

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

Content

Year 11

The Year 11 course consists of four modules.

Module 1 Cells as the Basis of Life

Module 2 Organisation of Living Things

Module 3 Biological Diversity

Module 4 Ecosystem Dynamics

Year 12

The Year 12 course consists of four modules.

Module 5 Heredity

Module 6 Genetic Change

Module 7 Infectious Disease

Module 8 Non-infectious Disease and Disorders

Course Requirements

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

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

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

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

Chemistry

Course No:

- 11050 Year 11 Chemistry
- 15050 Year 12 Chemistry.

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Course Description

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

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

Content

Year 11

The Year 11 course consists of four modules.

Module 1 Properties and Structure of Matter

Module 2 Introduction to Quantitative Chemistry

Module 3 Reactive Chemistry

Module 4 Drivers of Reactions

Year 12

The Year 12 course consists of four modules.

Module 5 Equilibrium and Acid Reactions

Module 6 Acid/base Reactions

Module 7 Organic Chemistry

Module 8 Applying Chemical Ideas

Course Requirements

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

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

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

Investigating Science

Course No:

- 11215 Year 11 Investigating Science
- 15215 Year 12 Investigating Science.

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

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

Course Description

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

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

Content

Year 11

The Year 11 course consists of four modules.

Module 1 Cause and Effect – Observing

Module 2 Cause and Effect – Inferences and Generalisations

Module 3 Scientific Models

Module 4 Theories and Laws

Year 12

The Year 12 course consists of four modules.

Module 5 Scientific Investigations

Module 6 Technologies

Module 7 Fact or Fallacy?

Module 8 Science and Society

Course Requirements

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

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

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

Physics

Course No:

- 11310 Year 11 Physics
- 15330 Year 12 Physics.

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Course Description

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

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

Content

Year 11

The Year 11 course consists of four modules.

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and Thermodynamics

Module 4 Electricity and Magnetism

Year 12

The Year 12 course consists of four modules.

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

Course Requirements

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

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

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

TAS

HSC Course Descriptions

Course: Design and Technology	Course No: 15080
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. A case study of an innovation is also required with students identifying the factors underlying the success of the innovation, analyse associated ethical issues and discuss its impact on Australian society.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.</p> <p>HSC Course Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p>Particular Course Requirements</p> <p>In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.</p> <p>In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>	

HSC Course Descriptions

Course: Engineering Studies	Course No: 15120
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.</p>	
<p>Preliminary Course Students undertake the study and develop an engineering report for each of 5 modules:</p> <ul style="list-style-type: none"> ▪ three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems ▪ one focus module relating to the field of Bio-Engineering ▪ one school-based elective module. 	
<p>HSC Course Students undertake the study and develop an engineering report for each of 5 modules:</p> <ul style="list-style-type: none"> ▪ three application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport; and lifting devices ▪ two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering. 	
<p>Particular Course Requirements Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.</p>	

HSC Course Descriptions

Course: Food Technology	Course No: 15180
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary 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.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food and the impact of technology; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. The study of marketplace trends and their implications are also incorporated. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Food Availability and Selection (30%) ▪ Food Quality (40%) ▪ Nutrition (30%) <p>HSC Course</p> <ul style="list-style-type: none"> ▪ Involves the study of The Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition. The study of contemporary issues relating to the marketplace are also included. 	
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. 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 food issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	

HSC Course Descriptions

Course: Industrial Technology	Course No: 15200
<p>2 units for each of Preliminary and HSC Board Developed Course Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses</p>	
<p>Course Description Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.</p> <p>...; Timber Products and Furniture Technologies.</p>	
<p>Preliminary Course The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> ▪ Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety ▪ Design, Management and communication – designing, drawing, computer applications, project management, literacy, calculations, graphics ▪ Production – display a range of skills through the construction of a major project ▪ Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies <p>HSC Course The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> ▪ Industry Study ▪ Design, Management and communication ▪ Production ▪ Industry related manufacturing technology 	
<p>Particular Course Requirements In the Preliminary course, students must design, develop and construct a minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	

HSC Course Descriptions

Course: Information Processes and Technology	Course No: 15210
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Computing Applications CEC
Course Description Information Processes and Technology is the study of computer-based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.	
For the Preliminary Course students will study three topics that relate to: an Introduction to Information Skills and Systems; Tools for Information Processes; and Developing Information Systems, where students are involved in both individual and team projects. All topics and their related projects are based on the information processes and skills of collecting, organising, analysing, storing and retrieving, processing, transmitting/receiving and displaying. Significant time is spent studying the tools for Information Processes as it provides the foundation of knowledge and understanding for the HSC course.	
The HSC Course is organised around three core topics: Project Work; Information Systems and Databases; and Communication Systems, together with four optional strands of which two must be studied. Project work is undertaken for 40% of time and is integrated with the course content. This project work is internally assessed and provides students with an opportunity to display their knowledge and understanding using Information and Communication Technologies.	
Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.	

HSC Course Descriptions

Course: Software Design and Development	Course No: 15360
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Computing Applications CEC
<p>Course Description</p> <p>The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.</p> <p>The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Concepts and Issues in the Design and Development of Software <ul style="list-style-type: none"> - Social and ethical issues - Hardware and software - Software development approaches ▪ Introduction to Software Development <ul style="list-style-type: none"> - Defining the problem and planning software solutions - Building software solutions - Checking software solutions - Modifying software solutions ▪ Developing software solutions 	<p>HSC Course</p> <ul style="list-style-type: none"> ▪ Development and Impact of Software Solutions <ul style="list-style-type: none"> - Social and ethical issues - Application of software development approaches ▪ Software Development Cycle <ul style="list-style-type: none"> - Defining and understanding the problem - Planning and design of software solutions - Implementation of software solutions - Testing and evaluation of software solutions - Maintenance of software solutions ▪ Developing a Solution Package <ul style="list-style-type: none"> Options: <ul style="list-style-type: none"> - Evolution of programming languages or - Software developer's view of the hardware
<p>Particular Course Requirements</p> <p>Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course time.</p>	

LIFE SKILLS COURSES

Stage 6 Life Skills courses provide a curriculum option for students with special education needs for whom the regular outcomes and content are not appropriate. These courses have Board Developed status and can be used to meet the requirements for the award of the Higher School Certificate.

Students enrolled in Life Skills Courses do not sit for a HSC exam in that subject. They do not count towards an ATAR. Enrolment in these subjects will be through a process of negotiation with parents and the school.

Further information is available from Ms Bedwany

Each Life Skills course comprises a 2 Unit Preliminary course and a 2 Unit HSC course.

Vocational Education Courses

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

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

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

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



Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIT 20316 Certificate II in Hospitality is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1.2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
6 Core		SITHFAB005	Prepare and serve espresso coffee Group B
SITXWHS001	Participate in safe work practices	SITHFAB007	Serve food and beverage Group B
BSBWOR203	Work effectively with others	SITXFSA002	Participate in safe food handling practices Group B
SITHIND002	Source and use information on the hospitality industry	SITHFAB004	Prepare and serve non-alcoholic beverages Group B
SITXCCS003	Interact with customers	SITHCC003	Prepare and present sandwiches Group B
SITHIND003	Use hospitality skills effectively	Additional units required to attain an HSC credential in this course	
SITXCOM002	Show social and cultural sensitivity	SITHCC001	Use food preparation equipment Other
6 Electives		SITXCOM001	Source and present information Group B
SITXFSA001	Use hygienic practices for food safety Group A	BSBSUS201	Participate in environmentally sustainable work practices Group B
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry			
Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
<ul style="list-style-type: none"> Supporting and working with colleagues to meet goals and provide a high level of customer service 		<ul style="list-style-type: none"> Prepare for front of house service, manage resources, preparing and serving a range of food and beverages 	
Examples of occupations in the Hospitality (Food and Beverage) Industry			
<ul style="list-style-type: none"> Café Attendant 		<ul style="list-style-type: none"> Food and Beverage Attendant Barista 	
Mandatory course requirements to attain a HSC credential in this course			
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
Admission Requirements			
To enrol in SIT 20316 Certificate II in Hospitality , students should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment			
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes			
The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: Consumables are included in General Contribution, however, there is an \$85 cost for Uniform			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			