Cumberland High School

Year 11 2022

Subject Selection Information

Introduction

Years 11 and 12 provide you with opportunities to take different pathways to your preferred future.

This booklet is designed to help you choose the appropriate pathway and the most suitable subjects for study in Years 11 and 12. The subject choice decisions you make now will give you the opportunity to plan for your future.

The HSC is an internationally recognised credential which provides a strong foundation for post school life. Whether you pursue tertiary qualifications, vocational training or move directly into the workforce, the HSC qualification will equip you with the necessary skills and knowledge to make a meaningful contribution to your chosen field.

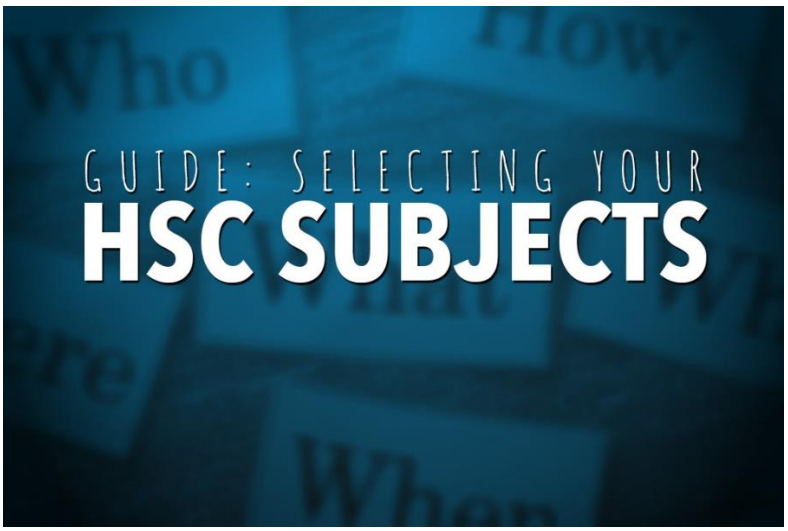
The final two years of school are very special and should be fulfilling. Your aim is to attain the best HSC result you can. To achieve this, you should select subjects of which:

- **you have a proven aptitude and ability for,**
- **is of interest to you,**
- **may be a requirement for post-school options.**

Students should seek advice from their teachers, Year Adviser, Careers Adviser and the Deputy Principal.

For students planning tertiary studies, whether at University, TAFE, or Private Tertiary Providers, it is essential to check entry requirements to institutions where students may wish to study. The entry requirements for the various institutions and courses are too numerous to list in this booklet. See the Careers Adviser for up-to-date information.

At Cumberland we always run a range of traditional academic, vocational and creative subjects. Our aim is to have a broad curriculum which best meets the needs of all students. However, not all subjects that are offered necessarily run. Subjects will only operate if there are sufficient student numbers to do so.



THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate is the culmination of your school career and the highest educational award you can achieve at secondary school in New South Wales.

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE it offers you a full range of study areas matching individual abilities, interests and goals.

Courses are linked to further education and training.

- Extension courses (including undergraduate university courses) enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses count towards the HSC and will also lead to qualifications recognised across a range of industries.
- The HSC includes life skills courses for students with special education needs.
- The HSC fairly assesses each student's knowledge and skills.

REQUIREMENTS FOR STAGE 6

It is a **NSW Education Standards Authority** (NESA) requirement that students' study and successfully complete a **minimum of 12 units** in Year 11. Students who choose to complete other courses must do so in addition to the 12 units completed at school.

Both years 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 of value or greater.
- At least four subjects.
- No more than 6 units of Science courses.

NB: Please be aware, in Year 11 at Cumberland High School all students need to study English and Mathematics.

WHAT TYPE OF COURSES CAN I SELECT?

There are different types of courses you can select in Years 11 and 12. All courses contribute to the award of either the Record of School Achievement (RoSA) or the Higher School Certificate (HSC), **however not all contribute to an Australian Tertiary Admission Rank (ATAR).**

BOARD DEVELOPED COURSES – CATEGORY A

These courses are developed by NESA and help develop and prepare students for a higher level of study at tertiary institutions on completion of their Stage 6 studies. These subjects are taught at school. There is a syllabus for each course with contains the course objectives, structure, content and outcomes specific course requirements and assessment requirements.
These courses are **examined externally at the end of the Year 12 course**, and **contribute towards the calculation of the ATAR.**

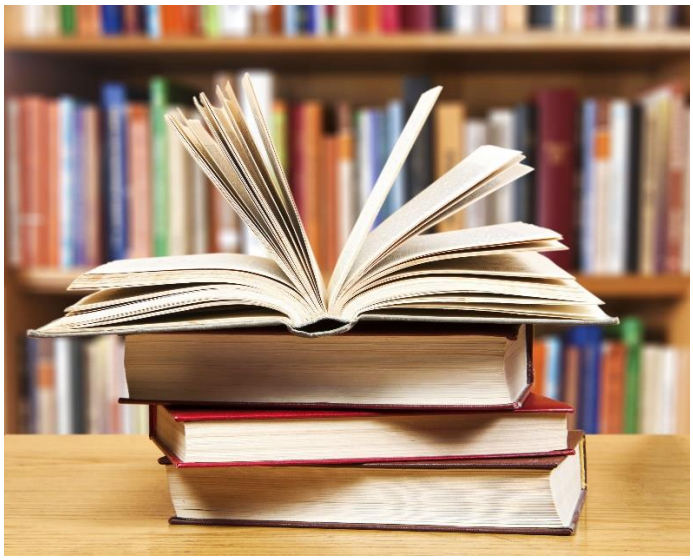
BOARD DEVELOPED COURSES – CATEGORY B

These courses are designed for students with specific interests. These courses are more practical orientated and will advance students in chosen career paths. English Studies, Mathematics Standard 1 and Hospitality – Food and Beverage Services are the category B subjects studied at Cumberland High School. These courses can count towards the calculations of an ATAR. However, as a Category B subject, ***only one of these subjects will count towards the ATAR.**

BOARD ENDORSED COURSES

These courses are more practical and teach skills and competencies that can lead to employment opportunities and can give students advantages in applying for full-time study at TAFE. **These courses cannot be included in the ATAR.** These courses count towards the RoSA or the HSC, but **have no external examination**.

These courses have syllabuses endorsed by NESA and cater for areas of special interest.



THE AUSTRALIAN TERTIARY ADMISSION RANK - ATAR

The Australian Tertiary Admissions Rank (ATAR) is a number between 0 and 99.95. Achieving an ATAR of 99.95 is the same as achieving a UAI of 100 – a student receiving 99.95 is in the top ranked group of students.

It provides a measure of a student's overall academic achievement in Year 12 in relation to their age cohort, and it helps institutions rank applicants for selection. In NSW the ATAR is calculated by the universities and released by UAC.

The ATAR is based on an aggregate of scaled marks in 10 units of ATAR-eligible courses, which must include 2 units of English.

It is important to remember that the ATAR is a rank, not a mark. A student's ATAR depends not only on their position in the courses they study, but also on the ability of the other students in those courses, reflected in the course's scaled means.

Eligibility

To be eligible for ATAR students must satisfactorily complete at least 10 units of ATAR-eligible courses. ATAR-eligible courses are Board Developed courses which have formal NESA examinations. ATAR-eligible courses are categorised as either *Category A* or *Category B* courses. (Category B courses are mostly Vocational Education and Training (VET) courses.)

To be eligible for an ATAR students must include at least:

- eight units from Category A courses
- two units of English
- three ATAR courses of two units or greater
- four subjects

Calculation

The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising the:

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

The actual calculation of the ATAR is a complex process that begins with scaling raw HSC marks and ends with ranking the student among their entire Year 7 cohort.

- For further details refer to the University Admission Centre's (UAC) website: http://www.uac.edu.au/

ASSESSMENT AND REPORTING

The Year 11 and HSC reports will provide students and parents with more detailed descriptions of the knowledge, skills and understanding that students have attained in each subject. NSW Education Standards Authority (NESA) is responsible for all rules and procedures relating to the HSC.

A syllabus package for each course is available on the NESA website, which includes the syllabus content teachers use to develop teaching programs, relevant examination specifications, sample examination papers and assessment tasks, sample marking guidelines, and a performance scale. The syllabus, along with assessment and examination information and the performance scale, will be used to describe a student's level of achievement, while provide a clear idea of the standards expected.

An Assessment Policy and Program booklet will be provided to students at the start of Year 11 and Year 12. The booklet explains NESA requirements for the HSC and Cumberland High School's specific rules to ensure these requirements are met.

School-based assessment tasks will contribute to 50% of the overall HSC mark. A student's school assessment mark will be based on their performance in the assessment tasks that they have undertaken during the course. The other 50% will come from the HSC Examination.

A student's HSC mark for a 2 unit course will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course, they will receive a mark of 50. Marks gained about 50 will correspond to a level of achievement in knowledge, skills and understanding, and will be reported in Bands 2 – 6. The band from 90 – 100 will correspond to the highest level of achievement.

Choosing your courses

Your aim is to get the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future. When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work or perform as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

Talk to your teachers, Year Adviser or Careers Adviser about the courses available and individual course requirements such as prerequisites and eligibility rules. Also, make sure you ask for information about any prerequisites for your future study or work plans. You can also find the syllabuses for all HSC courses on the NESA's website.

POINTS TO CONSIDER

- A number of subjects include a research project for either internal or external assessment, for example Visual Arts, Society and Culture, Design and Technology, etc. Projects developed for assessment in one subject **are not to be used either in full or in part for assessment in any other subject.**
- There is only one History Extension course. It can be studied alongside either the Ancient History or Modern History courses, or both.
- You may not include any more than 6 units of the following science courses in meeting the 12 Preliminary or 10 HSC units: Biology, Chemistry, Physics and Earth and Environmental Science.

COURSE OFFERINGS AT CUMBERLAND HIGH SCHOOL

English

English is a compulsory subject. The study of English allows for the development of a range of skills for students, ultimately transferrable across their subjects and post-school options.
Through the study of English in Stage 6 students continue to develop their capacity to understand and use the English language for a variety of purposes and in various textual forms. Students engage with and explore a variety of texts that include widely acknowledged quality literature of past and contemporary societies. Through their responding to and composing of both critical and creative texts, students develop an understanding of themselves and of diverse human experiences and cultures. The study of English in Stage 6 provides students with opportunities to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

There are several courses in Stage 6 English:

- English Standard
- English Advanced
- English as an Additional Language (EAL/D)
- English Studies –(Category B subject)
- English Extension Year 11 and Year 12
- English Extension 2 Year 12

The EAL/D course: please note the **eligibility information** for entry into this course:
*The English EAL/D course may be studied by **any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Year 11 course**.*

To study English Extension you must choose this in addition to mandatory 2 units of English Advanced and these classes will be outside the normal class timetable.

Mathematics

Mathematics is a compulsory subject in Year 11 at Cumberland High School. Students should choose a Mathematics course that is suited to their ability and interest as well as following the recommendation of the Mathematics department.

Courses offered in Mathematics are:

- Mathematics Standard 2
- Mathematics Standard 1 (Category B)
- Mathematics Advanced
- Mathematics Extension 1 Year 11 and Year 12
- Mathematics Extension 2 Year 12

To study Mathematics Extension 1 you must choose this in addition to the mandatory 2 units of Mathematics Advanced. Mathematics Extension 1 will be studied before and/or after school. Mathematics Extension 2 is studied in Year 12 and will be offered to students who have excelled in Mathematics Extension 1 in Year 11.

Science

Students can choose a maximum of three **Science** subjects (= 6 units) from:

- Biology
- Chemistry
- Earth and Environmental Science
- Physics
- Investigating Science

Students may study one of, or any combination of the above Stage 6 Science courses. All the above Stage 6 courses may provide entry into the new Science Extension (Year 12) course, which has been developed to engage high achieving students and better prepare them for university and careers in STEM.

Subject Fees

SUBJECT	FEE PER YEAR
Biology	$20
Chemistry	$20
Design and Technology	$70 Year 11/ $50 Year 12
Earth and Environmental Science	$20
Food Technology	$105
Hospitality: Food and Beverage	$170
Industrial Technology – Timber	$100 Year 11/ $50 Year 12
Information Processes and Technology	$40
Investigating Science	$20
Photography, Video and Digital Imaging	$50
Physics	$20
Software Design and Development	$40
Visual Arts	$60 Year 11/$60 Year 12

Board Developed Courses

Category A

The courses appear in alphabetical listing.

Ancient History

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Nil

Course Description

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

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

Main Topics Covered

Year 11 Course

Part 1: Introduction

The Nature of Ancient History: Archaeology and Science, Ancient Human Remains, Mummies, Bog Bodies, The Iceman

Case Studies (at least ONE) eg, Tutankhamun's Tomb, Boudica, Persepolis,etc

Part II: Features of Ancient Societies

Weapons and Warfare, Rome, Celtic Europe

Part III: Historical Investigation

The causes and impact of a historical event, eg, The battle of Thermopylae.

Year 12 Course

Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%)

Part II: ONE Ancient Society (25%) (eg. Sparta, Athens, Persia, Egypt, etc.)

Part III: ONE Personality in their Times (25%) (eg. Julius Caesar, Alexander The Great, Agrippina etc.)

Part IV: ONE Historical Period (25%) (Egypt, Greece, Persia, Rome, etc.)

Particular Course Requirements

Ancient History students will be able to learn about a broad range of topics and civilisations during their two years of study. Students will be studying diverse ancient cultures such as the Spartans, Greeks, Romans and Egyptians. Famous personalities such as Tutankhamun and Julius Caesar will also be studied as will significant events such as the volcanic eruption at Pompeii.

Biology

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Science Life Skills Courses

Course Description

The *Biology Stage 6 Syllabus* explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

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

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Main Topics Covered

Year 11 Course	**Year 12 Course**
Working Scientifically Skills **Core Modules** 1. Cells as the Basis of Life 2. Organisation of Living Things 3. Biological Diversity 4. Ecosystem Dynamics	Working Scientifically Skills **Core Modules** 5. Heredity 6. Genetic Change 7. Infectious Disease 8. Non-infectious Disease and Disorders

Particular Course Requirements

This course is appropriate only for students who have scored a Grade C or higher in Stage 5 Science.

Each module specifies content which provides opportunities for students to achieve the Working Scientifically skills outcomes in both the Year 11 and Year 12 courses.

15 hours must be allocated to depth studies within the 120 indicative course hours in Year 11 Modules 1–4.

15 hours must be allocated to depth studies within the 120 indicative course hours in Year 12 Modules 5–8.

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

One fieldwork exercise must be completed in Year 11.

Course Fee
Year 11: $20
Year 12: $20

Business Studies

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Nil

Course Description

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

Main Topics Covered

Year 11 course structure (120 indicative hours)

Topic 1- **Nature of Business (20%)** The role and nature of business in a changing business environment.

Topic 2- **Business Management (40%)** The nature and responsibilities of management in the business environment.

Topic 3- **Business Planning (40%)** The processes of establishing and planning a small to medium business.

Year 12 course structure (120 indicative hours)

Topic 1- **Operations (25%)** Strategies for effective operations management in large businesses – both product and service related.

Topic 2- **Marketing (25%)** Investigating the main elements involved in the development and implementation of successful marketing strategies.

Topic 3- **Finance (25%)** Interpreting financial information in the planning and management of a business.

Topic 4- **Human Resources (25%)** The contribution of human resource management to business performance.

Particular Course Requirements

In the Year 11 course there is a research project investigating the operation of a small business or planning the establishment of a small business. (30%)

Chemistry

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Science Life Skills Courses

Course Description

The *Chemistry Stage 6 Syllabus* explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

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

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Course Details

Year 11	Year 12
Working Scientifically Skills **Core Modules** 1. Properties and Structure of Matter 2. Introduction to Quantitative Chemistry 3. Reactive Chemistry 4. Drivers of Reactions	Working Scientifically Skills **Core Modules** 5. Equilibrium and Acid Reactions 6. Acid/base Reactions 7. Organic Chemistry 8. Applying Chemical Ideas

Particular Course Requirements

Only students who have regularly been achieving above 60% in Stage 5 Science assessment tasks may be considered for this course.

It is strongly recommended that students taking Chemistry also take 2 unit Mathematics.
This course is designed for students intending to study a Science field after the HSC at university.

Each module specifies content which provides opportunities for students to achieve the Working Scientifically skills outcomes in both the Year 11 and Year 12 courses.

15 hours must be allocated to depth studies within the 120 indicative course hours in Year 11 Modules 1–4.
15 hours must be allocated to depth studies within the 120 indicative course hours in Year 12 Modules 5–8.
Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of time in each course, including time allocated to practical investigations in depth studies.

Course Fee
Year 11: $20
Year 12: $20

Community and Family Studies

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Nil

Course Description

This course provides students with the opportunity to develop their understanding of the diverse nature and interdependence of families and communities within Australian society. It helps students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Main Topics Covered

Year 11 Course

- **Resource Management** Basic concepts of the resource management process (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).

Year 12 Course

- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (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).

Year 12 Option Modules

Students will study **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 or resource management.

Design and Technology

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Nil

Course Description

The **Year 11 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 Year 11 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 include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The **Year 12 course** applies the knowledge and understanding of designing and producing from the Year 11 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.

Main Topics Covered

Year 11 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.

Year 12 Course
Involves the study of innovation and emerging technologies, including a **Case Study 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.

Particular Course Requirements

In the Year 11 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 Year 12 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.

In the Year 12 course the activities of designing and producing that were studied in the Year 11 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 Year 11 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.

Course Fees
Year 11 $70; Year 12 $50 + Major Project at own student cost
WH&S: students must wear full school uniform including enclosed black leather school shoes

Drama

2 units for each of Year 11 and Year 12 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.

Course Description

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

Year 11 Course

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

Year 12 Course

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

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

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

Main Topics Covered

Year 11 Course

Improvisation, Playbuilding, Acting
Elements of Production in Performance
Theatrical Traditions and Performance Styles

Year 12 Course

Australian Drama and Theatre (Core content)
Studies in Drama and Theatre
Group Performance (Core content)
Individual Project

Particular Course Requirements

The Year 11 course informs learning in the Year 12 course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the 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.

Earth and Environmental Science

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Science Life Skills Courses

Course Description

The *Earth and Environmental Science Stage 6 Syllabus* explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.
The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.
Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.
The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.
The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

Main Topics Covered

Year 11 Course
Working Scientifically Skills
Core Modules

1. Earth's Resources
2. Plate Tectonics
3. Energy Transformations
4. Human Impacts

Year 12 Course
Working Scientifically Skills
Core Modules
5.Earth's Processes
6. Hazards
7. Climate Science
8. Resource Management

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Working Scientifically skills outcomes in both the Year 11 and Year 12 courses.

15 hours must be allocated to depth studies within the 120 indicative course hours in Year 11 Modules 1–4.
15 hours must be allocated to depth studies within the 120 indicative course hours in Year 12 Modules 5–8.
Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of time in each course, including time allocated to practical investigations in depth studies.
One fieldwork exercise must be included in Year 11. One fieldwork exercise must be included in Year 12.
Candidates for EES should have scored a Grade C or higher in Stage 5 Science.

Course Fees
Year 11: $20
Year 12: $20

Economics

2 units for each of Year 11 and Year 12 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, with a focus on the government's budget each financial Year.

Main Topics Covered

Year 11 Course

Introduction to Economics (10%) – the nature of economics and the operation of an economy

Consumers and Business (10%) – the role of consumers and business in the economy

Markets (20%) – the role of markets, demand, supply and competition

Labour Markets (20%) – the workforce and role of labour in the economy

Financial Markets (20%) – the financial market in Australia including the share market

Government in the Economy (20%) – the role of government in the Australian economy.

Year 12 Course

The Global Economy (25%) – Features of the global economy and globalisation

Australia's Place in the Global Economy (25%) – Australia's trade and finance

Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.

Economic Policies and Management (25%) – the range of policies to manage the economy.

English Standard

2 units for each of Year 11 and Year 12 Board Developed Course
Exclusions: English Advanced; English EAL/D; English Extension; English Studies

Course Description

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

Year 11 course (120 hours)	**English Standard**	**Indicative hours**
	Common module – Reading to Write: Transition to Senior English	40
	Module A: Contemporary Possibilities	40
	Module B: Close Study of Literature	40
Text requirements	There are no prescribed texts for Year 11. ● Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.) ● Students are required to study 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. ● Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading.	

Year 12 course (120 hours) **Text requirements**	**English Standard**	**Indicative hours**
	Common module – Texts and Human Experiences	**30**
	Module A: Language, Identity and Culture	**30**
	Module B: Close Study of Literature	**30**
	Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	**30**
	Students are required to closely study **three** types of prescribed texts, one drawn from each of the following categories: ● prose fiction OR print nonfiction ● poetry OR drama ● film OR media The selection of texts for *Module C: The Craft of Writing* does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common Module: Texts and Human Experiences**.**	

English Advanced

2 units for each of Year 11 and Year 12 Board Developed Course
Exclusions: English Standard; English EAL/D; English Studies

Course Description

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

Year 11 course (120 hours)	English Advanced	Indicative hours
	Common module: Reading to Write	40
	Module A: Narratives that Shape our World	40
	Module B: Critical Study of Literature	40
Text requirements	There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading and independent research.	

Year 12 course (120 hours)	Common module: Texts and human experiences	30
	Module A: Textual conversations	30
	Module B: Critical study of literature	30
	Module C: The craft of writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	30
Text requirements	Students are required to closely study **four** prescribed texts, one drawn from each of the following categories: ● **Shakespearean drama** ● prose fiction OR print nonfiction ● poetry OR drama The remaining text may be film, media or digital text or may be selected from one of the categories above. The selection of texts for Module C: The craft of writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course. Students must study ONE related text in the common module: Texts and human experiences.	

This course is appropriate only for students **who have achieved a Grade B or higher in Stage 5 English.**

English Extension

1 unit of study for each of Year 11 and Year 12 Board Developed Course	**Prerequisites:** a) English Advanced b) Year 11 English Extension is a prerequisite for HSC English Extension 1 c) HSC English Extension 1 is a prerequisite for HSC English Extension 2 **Exclusions:** English Standard; English EAD/L; English Studies

Course Description

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways. **Students must have a high level of self-discipline and self-motivation in order to succeed in this course.**

Year 11 course (60 hours)	**English Extension 1**	**Indicative hours**
	Module: Texts, Culture and Value	40
	Independent research project This project may be undertaken concurrently with the module	20
Text requirements	Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures Students select ONE text and its manifestations in one or more recent cultures as part of their independent project	

Year 12 course (60 hours)	**English Extension 1**	**Indicative hours**
	Common module: Literary Worlds with ONE elective option	60
Text requirements	The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts Students are required to have at least TWO independently sourced related texts for their Trial and HSC Examinations.	

Year 12 course (60 hours)	**English Extension 2**	**Indicative hours**
	The Composition Process Complete a Major Work Complete a Reflection Statement Maintain The Major Work Journal	60
Text requirements	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement	

English EAL/D

2 units for each Year 11 and Year 12 Board Developed Course
Exclusions: English Standard; English Advanced; English Extension; English Studies

Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus. This includes studying English for less than five (5) years.

Course Description

English EAL/D is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

Year 11 English EAL/D (120 Hours)	**Indicative hours**
Module A: Language and Texts in Context	30–40
Module B: Close Study of Text	30–40
Module C: Texts and Society	30–40
Optional teacher-developed module	up to 30

Hours	Year 11 course modules are prescribed with flexible hours, providing scope for teachers to design a fourth module to cater to the particular needs, interests and abilities of their students if required.
Text requirements	There are no prescribed texts for 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. ● Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. ● The Year 11 course requires students to support their study of texts with their own wide reading.

Year 12 English EAL/D (120 Hours)	**Indicative hours**
Module A: Texts and Human Experiences	30
Module B: Language, Identity and Culture	30
Module C: Close Study of Text	30
Focus on Writing (studied concurrently with the above modules)	30

Text requirements	Students are required to closely study **three types of prescribed texts**, one drawn from each of the following categories ● prose fiction **OR** print nonfiction ● poetry **OR** drama ● film **OR** media. The selections of texts for the Focus on Writing module do not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in Module A: Texts and Human Experiences.

Food Technology

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Nil

Course Description

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

The Year 12 course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food 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.

Main Topics Covered

Year 11 Course
Food Availability and Selection (30%)
Food Quality (40%)
Nutrition (30%)

Year 12 Course
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 is also included.

Particular Course Requirements

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course. In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.
It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

Course Fees
Year 11 $105; Year 12 $105

WH&S: students must wear full school uniform including enclosed black leather school shoes.
Equipment: Students MUST have TWO tea towels and one container for each practical lesson.

Geography

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Nil

Course Description

The Year 11 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 Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. 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.

Main Topics Covered

Year 11 Course

Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management.
Global Challenges (45%) – geographical study of issues at a global scale.
Senior Geography Project (10%) – a geographical study of student's own choosing.

Year 12 Course

Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection.
Urban Places (33%) – study of cities and urban dynamics.
People and Economic Activity (33%) – 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 Year 11 course and must undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses.

Industrial Technology - Timber

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to Timber Products and Furniture Technologies.

Main Topics Covered

Year 11 Course
The following sections are taught in relation to the relevant focus area:
Industry Study – structural, technical, environmental and sociological factors, personnel issues,Work 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

Year 12 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:
Industry Study
Design, Management and communication
Production
Industry related manufacturing technology

Particular Course Requirements

In the Year 11 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 Year 11 course content. Students also undertake the study of an individual business within a focus area industry.
In the Year 12 course, students design, develop and construct a Major Project with a Management Folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Course Fees
Year 11 $100; Year 12 $50 + Major Project at own student cost
WH&S: students must wear full school uniform including enclosed black leather school shoes.

Information Processes and Technology

2 units for each of Year 11 and Year 12 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 **Year 11 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 Year 12 course.

The **Year 12 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.

Main Topics Covered

Year 11
Introduction to Information Skills and Systems (20%)
Tools for Information Processes (50%)
Developing Information Systems (30%)

Year 12

Core
Project Management (20%)
Information Systems and Databases (20%)
Communication Systems (20%)

Option Strands (40%)
Students will select TWO of the following options:

•Transaction Processing Systems
•Decision Support Systems
•Automated Manufacturing Systems
•Multimedia Systems

Particular Course Requirements

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course.

Course Fees
Year 11: $40
Year 12: $40

Investigating Science

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Science Life Skills Courses

Course Description

The *Investigating Science Stage 6 Syllabus* is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Main Topics Covered

Year 11 Course
Working Scientifically Skills
Core Modules

1. Cause and Effect – Observing
2. Cause and Effect – Inferences and Generalisations
3. Scientific Models
4. Theories and Laws

Year 12 Course
Working Scientifically Skills
Core Modules

5. Scientific Investigations
6. Technologies
7. Fact or Fallacy?
8. Science and Society

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Working Scientifically skills outcomes in both the Year 11 and Year 12 courses.

30 hours must be allocated to depth studies within the 120 indicative course hours in Year 11 Modules 1–4.
30 hours must be allocated to depth studies within the 120 indicative course hours in Year 12 Modules 5–8.
Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of time in each course, including time allocated to practical investigations in depth studies.

Course Fees
Year 11: $20
Year 12: $20

Japanese Beginners

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Japanese Continuers; Japanese Extension; Japanese Background Speakers.

Eligibility

Strict eligibility rules apply to the study of this subject. Check with your teacher. Students who have studied Japanese in Years 9 or 10 or native Japanese speakers should refer to the eligibility criteria below.

Eligibility criteria

- Students should have no more than 100 hours' study of the language at the secondary level (or the equivalent).

Students should have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.

Course Description

In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, *the personal world* and *the Japanese-speaking communities*, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered

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

Particular Course Requirements

Course book: *A First Course in Japanese Beginners Course/Accelerated Level*

Japanese Vocabulary for Days/Week		
Sunday	日曜日	Nichiyōbi
Monday	月曜日	Getsuyōbi
Tuesday	火曜日	Kayōbi
Wednesday	水曜日	Suiyōbi
Thursday	木曜日	Mokuyōbi
Friday	金曜日	Kin'yōbi
Saturday	土曜日	Doyōbi

Japanese Continuers

2 units for each of Year 11 and Year 12 Board Developed Course	**Prerequisites:** School Certificate Japanese or equivalent knowledge is assumed. (Students typically have studied the language for 200–400 hours at the commencement of Stage 6.) **Exclusions:** Japanese Beginners; Japanese Background Speakers.

Eligibility

Strict eligibility rules apply to the study of this subject. Check with your teacher. Refer to the eligibility criteria.

Eligibility criteria

- Students should have had no more than one year's formal education from the first year of primary education (Year 1) in a school where the language is the medium of instruction.
- Students should have had no more than three years residency in the past 10 years in a country where the language is the medium of communication.

Students do not use the language for sustained communication outside the classroom with someone with a background in using the language.

Course Description

The Year 11 and Year 12 courses provides the opportunity for students to continue their Japanese studies at a senior secondary level to further develop their linguistic and intercultural skills to achieve effective communication in realistic contexts. Students will be exposed to a wider range of texts and text types, which reflect the themes and topics of the course.

Themes:
The individual
The Japanese-speaking communities
The changing world.

Units:
Myself, my family
Home and Friends
Daily routine
Neighbourhood
School life
Shopping and eating out
Leisure
Traditions and culture
Planning a trip
Travelling in Japan
Future plans and work
Issues

Students' language skills are developed through tasks such as:

- conversations
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying the culture of Japanese-speaking communities through texts

Particular Course Requirements

Course book: *Wakatta!*

Legal Studies

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Nil

Course Description

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

The Year 12 course investigates the key areas of law, justice and human rights through a core focus on Crime and Human Rights and two optional studies that consider how changes in societies influence law reform.

Main Topics Covered

Year 11 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.** Topics covered include Technology and the Law, Sport and the Law and Native Title.

Year 12 Course

Crime (30% of course time)

Human Rights (20% of course time)

Two additional Focus Studies from the list below (50% of course time)

Consumers
Family
Global environment
Indigenous peoples
Shelter
Workplace
World order.

Key themes incorporated across all topics: Compliance and non- compliance; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

Mathematics Standard 2

2 units Year 11 (Year 11) and Year 12 (HSC). Board Developed Course.	**Prerequisites:** All of Stage 5.1 and some substrands of Stage 5.2 including Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Trigonometry, Single variable data analysis, Volume, Equations and Probability **Exclusions:** Any other Stage 6 Mathematics Year 11 course

This course is the course recommended for most students. It is recommended to most students who have studied at the Stage 5.2 level and those challenged by the Stage 5.3 course.

Course Description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. All students studying the Mathematics Standard 2 course will sit a compulsory HSC examination.

The study of Mathematics Standard 2 in Stage 6:

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

Main Topics Covered

Year 11

Algebra
- Formulae and Equations
- Linear Relationships

Measurement
- Applications of Measurement
- Working with Time

Financial Mathematics
- Money Matters

Statistical Analysis
- Data Analysis
- Relative Frequency and Probability

Year 12

Algebra
- Types of Relationships

Measurement
- Non-right-angled Trigonometry
- Rates and Ratios

Financial Mathematics
- Investments and Loans
- Annuities

Statistical Analysis
- Bivariate Data analysis
- The Normal Distribution

Networks
- Network Concepts
- Critical Path Analysis

Mathematics Advanced

2 units Year 11 (Year 11) Board Developed Course. 2 units Year 12 (HSC) Board Developed Course.	**Prerequisites: A**ll substrands of Stage 5.1 and Stage 5.2 and substrands of Stage 5.3 including Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis, Non-linear relationships and Properties of Geometrical Shapes **Exclusions:** Mathematics Standard 1 or 2

This course is available for students currently studying Stage 5.3 Mathematics who have consistently achieved at a high level in the Stage 5.3 assessment tasks.

Course Description

The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
All students studying the Mathematics Advanced course will sit a compulsory HSC examination.

The study of Mathematics Advanced in Stage 6:

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

Main Topics Covered

Year 11

Functions
- Working with Functions

Trigonometric Functions
- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Calculus
- Introduction to Differentiation

Exponential and Logarithmic Functions
- Logarithms and Exponentials

Statistical Analysis
- Probability and Discrete Probability Distributions

Year 12

Functions
- Graphing Functions

Trigonometric Functions
- Trigonometric Functions and Graphs

Calculus
- Differential Calculus
- The Second Derivative
- Integral Calculus

Financial Mathematics
- Modelling Financial Situations

Statistical Analysis
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

Mathematics Extension 1

1 unit Year 11 (Year 11) Board Developed Course. 1 unit Year 12 (HSC) Board Developed Course.	**Prerequisites:** All of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms, Functions and Other Graphs and Circle Geometry **Exclusions:** Mathematics Standard 1 or 2

This course is available only for students currently studying Stage 5.3 Mathematics who have consistently been achieving above 80% in the 5.3 assessment tasks.

Course Description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course.
The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
All students studying the Mathematics Extension 1 course will sit a compulsory HSC examination.

The study of Mathematics Extension 1 in Stage 6:

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

Main Topics Covered

Year 11

Functions
- Further Work with Functions
- Polynomials

Trigonometric Functions
- Inverse Trigonometric Functions
- Further Trigonometric Identities

Calculus
- Rates of Change

Combinatorics
- Working with Combinatorics

Year 12

Proof
- Proof by Mathematical Induction

Vectors
- Introduction to Vectors

Trigonometric Functions
- Trigonometric Equations

Calculus
- Further Calculus Skills
- Applications of Calculus

Statistical Analysis
- The Binomial Distribution

Modern History

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Nil

Course Description

Modern History students will cover a diverse range of topics during their H.S.C studies. Students will study American history, the causes, effects and major events in both world wars, the development of Nazi Germany and communist Russia, the Vietnam War and the importance of periods such as the Civil Right Movement in the United States.

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

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

Main Topics Covered

Year 11 Course

Part 1: Case Studies (eg, Slavery, The American Civil War, etc.)
.

Part II: Historical Investigation J.F.K assassination, the Decline and Fall of the Romanovs, the . Russian Revolution, etc

Part III: The Shaping of the Modern World : World War One

Part IV : **The Nature of Modern History** An investigation of historic sites and sources, including trench warfare and World War One archaeology

Year 12 Course

Part I: National Study Russia and the Soviet Union, U.S.A 1919-1941

Part II: Core Study Power and Authority in the Modern World, eg, Nazi Germany

Part III: Peace and Conflict eg, Conflict in Europe, The Cold War, Conflict in the Pacific, Conflict in Indochina

Part IV: Change in the Modern World
eg, Apartheid in South Africa, The Nuclear Age, Civil Rights, etc

Music 1

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Music 2

Course Description

In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. The written work in Music 1 focuses on listening activities that use the concepts of music as a basis for analysis. Students will learn how to write their own songs and they will be involved in a number of class performances to develop ensemble skills.

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.

Year 11 Topics: Australian Music, Music of Small Ensembles & Rock Music
Tear 12 Topics: Music of the 20th and 21st Centuries, Popular Music & An Instrument and its Repertoire.

Particular Course Requirements

Students must be prepared to regularly practise their instrument. They will also be required to present performances throughout Year 11 and Year 12.

Year 12 course
In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

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

Personal Development, Health and Physical Education

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Nil

Course Description

This course provides students with the opportunity to learn about the range of areas that underpin health and physical activity.

With a focus on health of individuals and community as well as the factors that influence movement skills and physical activity levels, students develop their critical thinking skills and develop a deep understanding of the factors that impact on health, sport and physical activity in Australia.

This is a theoretical course, with minimal practical opportunities available.

Main Topics Covered

Year 11 Course

Core Topics (60%)
Better Health for Individuals
The Body in Motion

Optional Component (40%)
TWO of the following options:

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

Year 12 Course

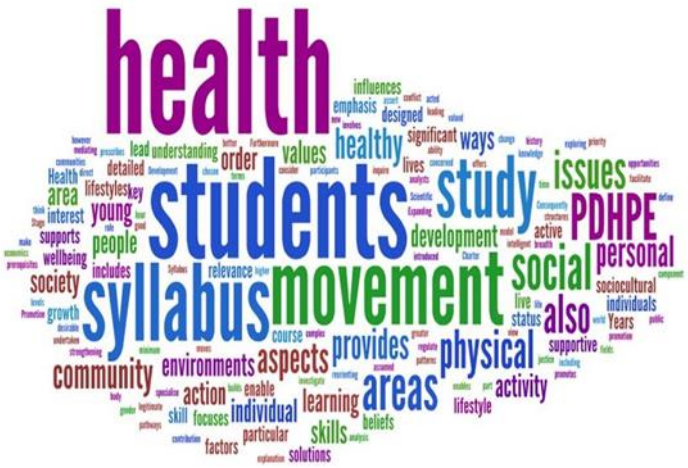
Core Topics (60%)
Health Priorities in Australia
Factors Affecting Performance

Optional Component (40%)
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 topics, students will complete **two** options in each of the Year 11 and Year 12 courses.



Physics

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Science Life Skills Courses

Course Description

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

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

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Main Topics Covered

Year 11 Course
Working Scientifically Skills
Core Modules

1. Kinematics
2. Dynamics
3. Waves and Thermodynamics
4. Electricity and Magnetism

Year 12 Course
Working Scientifically Skills
Core Modules
5.Advanced Mechanics
6. Electromagnetism
7. The Nature of Light
8. From the Universe to the Atom

Particular Course Requirements

Only students who have regularly been achieving above 60% in Stage 5 Science assessment tasks may be considered for this course.
It is strongly recommended that students taking Physics also take 2 unit Mathematics **(Advanced).**
This course is designed for students intending to study a Science field after the HSC at university.
Each module specifies content which provides opportunities for students to achieve the Working Scientifically skills outcomes in both the Year 11 and Year 12 courses.

15 hours must be allocated to depth studies within the 120 indicative course hours in Year 11 Modules 1–4.
15 hours must be allocated to depth studies within the 120 indicative course hours in Year 12 Modules 5–8.
Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of time in each course, including time allocated to practical investigations in depth studies.

Course Fees
Year 11: $20
Year 12: $20

Society and Culture

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Nil

Course Description

Society and Culture engages each student in understanding the interaction of society, culture, environment and time in shaping human behaviour. Students learn and apply research methodologies to compare their experience with other societies and cultures. Students also explore the way societies and cultures change over time.

This course deals with areas of interest and relevance to students while developing study and information literacy skills relevant to further study.

Main Topics Covered

Year 11 Course

- The Social and Cultural World (30%) – the interaction between individuals, societies and cultures.
- Personal and Social Identity (40%) – the influence of socialisation, coming of age and generations in the formation of identity.
- Intercultural Communication (30%) – how people interact and communicate within and between cultures.

Year 12 Course

The Year 12 course consists of two core units and two depth studies.

Core

- Social and Cultural Continuity and Change (30%) – the way individuals and groups deal with change.
- The Personal Interest Project (30%) – a research project decided on by the student in consultation with the teacher. This project forms part of the external assessment of the course.

Depth Studies (40%)

Two to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture.
- Belief Systems and Ideologies – role of belief systems in societies, cultures and personal life.
- Social Inclusion and Exclusion – the way individuals experience social and cultural exclusion.
- Social Conformity and Non Conformity – the way individual behaviour is shaped by societal and cultural contexts.

Particular Course Requirements

External assessment is done in two parts. 40% is the Personal Interest Project (PIP) and 60% is an HSC exam. The PIP is an independent research project chosen and conducted by the student with the support of their teacher.

Software Design and Development

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Computing Applications CEC

Course Description

The Year 11 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.

The Year 12 course builds on the Year 11 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.

Main Topics Covered

Year 11 Course

Concepts and Issues in the Design and Development of Software (30%)
- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to Software Development (50%)
- Defining the problem and planning software solutions
- Building software solutions
- Checking software solutions
- Modifying software solutions

Developing software solutions (20%)

Year 12 Course

Development and Impact of Software Solutions (15%)
- Social and ethical issues
- Application of software development approaches

Software Development Cycle (40%)
- 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 (25%)

Options: (20%)
- Evolution of programming languages

or
- Software developer's view of the hardware

Particular Course Requirements

Practical experience should occupy a minimum of 20% of the Year 11 course, and a minimum of 25% of the Year 12 course time.

Course Fees
Year 11: $40
Year 12: $40

Visual Arts

2 units for each of Year 11 and Year 12 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.

Course Description

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

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

Main Topics Covered

Year 11 Course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the 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.

Year 12 Course learning opportunities focus on:

- 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 art world and apply these to their own investigations
- how students may further develop meaning and focus in their work.

Particular Course Requirements

Year 11 Course:
Artworks in at least two expressive forms and use of a **A3, 120 page, process diary**
a broad investigation of ideas in artmaking, art criticism and art history.
Year 12 Course:
development of a body of work and use of an **A3, 120 page, process diary** (separate from Year 11 diary)
a minimum of five case studies (4–10 hours each) deeper and more complex investigations in artmaking, art criticism and art history.

Course fees:

Year 11: $60
Year 12: $60 – Students will be expected to purchase additional materials for their Body of Work.

Board Developed Courses

Category B

English Studies

2 units for each of Year 11 and Year 12 Board Endorsed Course
Exclusions: Any other Stage 6 English Course

Course Entry Guidelines:

This course is designed to meet the specific needs of students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.
This course is particularly suitable for students who have achieved below 50% in Stage 5 English and are not intending to pursue university studies.
Students considering choosing the course should be advised that:

- English Studies is a Stage 6 Board Endorsed Course with an OPTIONAL HSC examination.
- Satisfactory completion of English Studies will fulfil English pattern-of-study requirements for the Higher School Certificate. English Studies will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.
- Students who complete the course ARE eligible for the calculation of an Australian Tertiary Admission rank (ATAR) BUT ONLY IF they complete the optional HSC examination and English Studies is their ONLY Category B subject.

Course Description

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.

Year 11 English Studies (120 Hours)	**Indicative hours**
Mandatory module – Achieving through English: English in education, work and community	30–40 hours
An additional 2–4 modules to be studied	20–30 hours each

Text requirements	**In both 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). Students will have the experience of: reading, viewing, listening to and composing a wide range of texts. These will include literary texts written about intercultural experiences and peoples and cultures of Asia, Aboriginal and/or Torres Strait Islander authors and texts with a wide range of cultural, social and gender perspectives, popular and youth cultures. These texts will be drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
Additional requirements	**In both Year 11 and Year 12 students are required to:** ● 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 avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Year 12 English Studies (120 hours)	**Indicative hours**
Mandatory common module – Texts and Human Experiences	30 hours
An additional 2–4 modules to be studied	20–45 hours each

Mathematics Standard 1

2 units Year 11 (Year 11) and Year 12 (HSC). Board Developed Course.	**Prerequisites:** All of Stage 5.1 and some substrands of Stage 5.2 including Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Trigonometry, Single variable data analysis, Volume, some content from Equations and some content from Probability **Exclusions:** Any other Stage 6 Mathematics Year 11 course

This course is the course recommended for most students who have studied the Stage 5.1 course.

Course Description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning. All students studying the Mathematics Standard 2 course will sit for an HSC examination.

All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework
All students studying the Mathematics Standard 1 course will have an **optional** HSC examination.

The study of Mathematics Standard 1 in Stage 6:

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

Main Topics Covered

Year 11

Algebra
- Formulae and Equations
- Linear Relationships

Measurement
- Applications of Measurement
- Working with Time

Financial Mathematics
- Money Matters

Statistical Analysis
- Data Analysis
- Relative Frequency and Probability

Year 12

Algebra
- Types of Relationships

Measurement
- Right-angled Triangles
- Rates
- Scale Drawings

Financial Mathematics
- Investment
- Depreciations and Loans

Statistical Analysis
- Further Statistical Analysis

Networks
- Networks and Paths

Board Developed Courses

Category B

VET

VOCATIONAL EDUCATION AND TRAINING
PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222
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 Australian 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 Year 11 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.

Hospitality - Food and Beverage Course Descriptor 2021

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIT 20316 Certificate II in Hospitality

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

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

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

6 Electives

SITXFSA001	Use hygienic practices for food safety Group A
SITHFAB005	Prepare and serve espresso coffee Group B SITHFAB007 Serve food and beverage Group B
SITXFSA002	Participate in safe food handling practices Group B
SITHFAB004	Prepare and serve non-alcoholic beverages Group B
SITHCCC003	Prepare and present sandwiches Group B

Additional units required to attain an HSC credential in this course

SITHCCC001	Use food preparation equipment Other
SITXCOM001	Source and present information Group B
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:

- Supporting and working with colleagues to meet goals and provide a high level of customer service
- 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

- Café Attendant
- 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: $170

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.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

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. *Please discuss any matters relating to refunds with your school*

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.

Board Endorsed Courses

Content Endorsed Courses

These courses have their syllabuses endorsed by NESA and are designed to cater for areas of special interest.

There is no external examination for these courses and so they **do not** count in the calculation of the ATAR. Assessment is school based.

The study of these subjects, satisfy the requirements of the HSC and as such will appear on your Record of Achievement.

These 1 (one) unit courses are of one Years study only during Year 11.

Photography, Video & Digital Imaging is being offered as a 2 (two) unit and 1 (one) unit course.

Photography, Video and Digital Imaging

Content Endorsed 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.

Course Description

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered

Modules may be selected in any of the three broad fields of:
- Wet Photography
- Video
- Digital Imaging.

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

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

Particular Course Requirements

Course fees
Year 11: $50
Year 12: $50

Equipment: A4 display folder, SD card, photo display folder

Sport, Lifestyle and Recreation Studies

Content Endorsed Course

Course Description

Through the course students will develop:

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

Main Topics Covered

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

Particular Course Requirements

This course has a 40% theory component and a 60% practical component. Students must be prepared for the practical lessons with full sports uniform and appropriate footwear.

TAFE / SATURDAY SCHOOL / OPEN HIGH SCHOOL

Some students will undertake patterns of study involving some or all of these institutions. To safeguard against failure of Board of Studies requirements students are expected to do these courses in addition to the 12 units that they select at Cumberland for the duration of the Year 11 Year.

Students wishing to undertake external studies must complete the forms appropriate to each institution and understand that special conditions and quota exist.

Saturday School of Community Languages form must be obtained from Mrs Khan

Open High School and Distance Education application forms must be obtained from Ms Wai.

TAFE application form must be obtained from Ms Sisala.