

# NORTHERN BEACHES SECONDARY COLLEGE

## SENIOR STUDIES GUIDE 2024-2025

A guide to choosing subjects for Years 11 & 12 2024-2025





Northern Beaches Secondary College (NSBC) is an outstanding collaboration of five individual school campuses located on the Northern Beaches.



## **NBSC Balgowlah Boys Campus**

A Year 7 to Year 12 boys' comprehensive campus



## **NBSC Cromer Campus**

A Year 7 to Year 12 co-educational comprehensive campus



## **NBSC Freshwater Senior Campus**

A Year 11 and Year 12 co-educational comprehensive campus



## **NBSC Mackellar Girls Campus**

A Year 7 to Year 12 girls' comprehensive campus



## **NBSC Manly Campus**

A Year 7 to Year 12 co-educational academically selective campus

Northern Beaches Secondary College offers students the opportunity to achieve excellent educational outcomes, participate in innovative educational environments and have unparalleled curriculum choice at the campus which best meets their learning needs. The values, aspirations and beliefs underpinning Excellence, Innovation and Choice are key drivers of College decision making and planning.

## PRINCIPAL'S MESSAGE

Northern Beaches Secondary College is the largest public school in New South Wales.

Our five campuses together offer collective resources, teaching expertise, support and experience to enable all students to achieve excellence.

Every campus offers a shared senior curriculum, student leadership opportunities, extensive co-curricular activities and excellent facilities and resources. All campuses have highly qualified teaching staff, led by experienced school leadership teams who work together to make sure the best learning is being delivered for our students.

Please use this guide to explore the wide range of courses offered at our college. You can tailor your senior curriculum to suit your particular needs choosing from more than 100 HSC courses and courses offered at TAFE NSW.

Consider your passions and interests as you begin the process of choosing your HSC subjects. Take the time to have conversations with your support network who know you well including your classroom teachers, head teachers, careers advisors, year advisors, parents, counsellors, student support officers and deputy principals.

All the best for your future senior studies at Northern Beaches Secondary College.

Dane Ropa

**College Principal**

Northern Beaches Secondary College

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Please contact your Campus regarding dates for Year 10 into Year 11 subject selection

NBSC Balgowlah Boys Campus	9949 4200
NBSC Cromer Campus	9981 1155
NBSC Freshwater Senior	9905 2634
Campus NBSC Mackellar Girls	9949 2083
Campus NBSC Manly Campus	9905 3982

# 1 INTRODUCTION

The Northern Beaches Secondary College (NBSC) Senior Studies Guide has been produced to assist each student make the most appropriate and informed subject choices. The breadth of senior courses on offer across the five campuses enables students to tailor curriculum pathways to suit their individual needs. In addition, students are able to access a wide variety of specialist Northern Sydney Institute TAFE courses.

## SCHOOL CONTRIBUTIONS

School contributions are managed at the campus that students are enrolling into. To discuss details regarding school contributions please contact the specific campus directly. Course fees are also listed for your information.

NBSC Balgowlah Boys Campus	9949 4200
NBSC Cromer Campus	9981 1155
NBSC Freshwater Senior Campus	9905 2634
NBSC Mackellar Girls Campus	9949 2083
NBSC Manly Campus	9905 3982

## THE NSW EDUCATION STANDARDS AUTHORITY (NESA) RULES and REGULATIONS

For the full details on any of the Board's Year 12 rules and regulations, a student should refer to the NESA web site at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

### To be eligible for the HSC a student must:

- Hold a NSW ROSA or its equivalent or
- Gain other qualifications that satisfy NESA

### To qualify for the HSC a student must:

- Study an approved pattern of Year 11 and 12 courses
- Have a satisfactory record of attendance and application in each course
- Satisfactorily undertake the school's assessment program in each course
- Complete a sufficient number of Year 11 and 12 courses within five examination years.

Year 11 Courses are those usually taken in Year 11 and do not have an external examination. Year 12 courses are usually taken in Year 12 and end with HSC examinations. The study of Year 12 courses commences in Term 4 of Year 11.

A student must complete the Year 11 course in a subject before undertaking the Year 12 course in that subject. In some circumstances both the Year 11 and 12 components of a subject can be studied in one year.

Vocational Education and Training (VET) courses are not classified as Year 11 or Year 12 and can be studied in either year.

## 1.1 COURSE PATTERNS

Courses are described in terms of "Units". A unit refers to a period of teaching totalling approximately two hours per week. Most courses are 2 units, i.e., approximately four hours per week. Extension courses of 1 unit value can be taken in a number of subject areas in both Year 11 and 12. Extension courses are designed to build on the content of the 2-unit course and require students to work beyond the 2-unit standard.

There are two main types of courses:

### ■ NESA Developed Courses

These courses have a syllabus developed by the NESA. There is a syllabus for each course setting out the objectives, outcomes, structure and content. Courses are classified as Category A or Category B.

In most NESA Developed courses, students throughout the state study the same syllabus and sit for an external examination at the end of the course. Most NESA Developed Year 12 courses, including the VET Curriculum Framework courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). Students must sit for the optional examination in VET courses to include them in the calculation of the ATAR.

Life Skills courses are NESA Developed courses that are specially designed to meet the needs of students within the context of an individual transition-planning process. They are not examined externally, and do not contribute to an ATAR.

### ■ NESA Endorsed Courses

Most of these courses available have syllabuses designed by the NESA to cater for areas of special interest. They contribute to the HSC but do not contribute to the calculation of the ATAR. There are NO HSC exams for these courses.

## 1.2 REQUIREMENTS FOR THE AWARD OF HIGHER SCHOOL CERTIFICATE

To receive a Higher School Certificate, a student must satisfactorily complete at least:

- 12 units in a Year 11 study pattern
- 10 units in a Year 12 study pattern.

Please note: English is the only compulsory subject for the Higher School Certificate. Both the Year 11 course pattern and the Year 12 course pattern must include:

- At least six units of NESA developed courses
- At least two units of a NESA developed course in English
- At least three courses of two-unit value or greater
- At least four subjects
- No more than 6 units of courses in Science.

On satisfactory completion of Year 12, students will receive the following HSC credentials:

- The Higher School Certificate Testamur
- The Record of Achievement - The document listing the results of each Year 12 course satisfactorily completed, including Year 12-mark, performance bands and assessment marks
- AQF Certificate in VET courses.

## 1.3 ACCUMULATION OF THE HIGHER SCHOOL CERTIFICATE (PATHWAYS)

Students may accumulate an HSC over a five-year period. The five-year period will commence in the first year a student attempts HSC examinations or completes a Year 12 VET course. This is often referred to as 'pathways', that is: completing the HSC over more than 2 years.

Students accumulating an HSC will receive a Results Notice for each calendar year of study. The cumulative record will record all Year 11 and 12 courses satisfactorily completed including repeat attempts. The mark of the final attempt on a particular course is the mark counted in the ATAR.

## 1.4 ACCELERATION

Students may undertake Year 11 or Year 12 courses in advance of their usual cohort. Decisions about acceleration will be made by Campus Principals. Accelerants may be able to undertake additional units for the Year 12 or undertake further study at TAFE while still at school.

## 1.5 LIFE SKILLS COURSES

NESA has developed Life Skills courses for Stage 6 in each NESA area of learning. These courses have NESA developed status and can be used along with other NESA developed courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2–Unit Year 11 course and a 2–Unit Year 12 course. There will not be an external examination for Life Skills courses. In general, students enrolling in Stage 6 Life Skills courses will have completed at least four courses based on Life Skills outcomes and content in Stage 5.

Students studying a Life Skills course have an individual transition planning process each year between Year 10 and Year 12. This enables parents and students to have the time to discuss and organise post school plans as well as allowing the student to pursue courses that reflect their interest areas or career goals.

Students must choose a total of six courses for Year 11 Life Skills in Year 11 and may continue these six courses into Year 12 or relinquish one course and undertake only five courses for the HSC Life Skills.

## 1.6 VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) courses teach industry specific skills that are relevant to future study and employment. These are competency based and allow a student to gain both the Year 12 and Australian Qualifications Framework (AQF) qualifications. The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related future study. Students are required to complete a minimum of 35 hours of mandatory work placement for each 2 units of a VET Curriculum Framework course studied.

The VET Curriculum Frameworks are based on Industry Training Packages. The courses from these Frameworks are NESA developed and provided students study the 240-hour course and undertake the optional written examination, they may contribute to the ATAR. They are all Category B subjects. Northern Beaches Secondary College offers eight VET Framework courses. These VET courses require students to pay a course materials fee. Support services are available to assist with individual student's language, literacy, and numeracy needs.

**Please refer to the VET Curriculum Framework Courses section in this booklet on pages 39 to 47.**

For many years HSC students from campuses of NBSC have included in their program, courses that are studied at TAFE NSW (TVET). These VET courses are dual accredited, giving both HSC and AQF qualifications and advanced standing for further study at TAFE NSW or private registered providers.

Students may select courses from The Northern Sydney Institute (part of TAFE NSW). Courses are **usually delivered** at the Northern Beaches Campus (Brookvale).

All courses run in 4-hour sessions one afternoon a week. Students arrange their own transport to and from TAFE NSW classes. School bus passes cannot be used.

*Disclaimer: TAFE courses offered are not guaranteed to run.*

## 1.7 TAFE DELIVERED VOCATIONAL EDUCATION AND TRAINING (TVET)

Students in Year 11 and 12 have the option of studying VET courses at school or through TAFE NSW or other training providers. VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration. VET is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or Year 12), as well as a nationally recognised VET qualification (Certificate of Statement of Attainment). Students successfully completing a VET course will be entitled to credit transfer in other courses in a similar industry after leaving school by providing their qualifications to the Tertiary Institution.

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

NESA developed Industry Curriculum Framework Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Information and Digital Technology, Human Services, Metal & Engineering, Primary Industries, Retail Services & Tourism, Travel & Events. These courses are Category B courses, mostly count for 4 units of Year 12 credit, include 70 hours of mandatory Work Placement and have an optional Year 12 examination and only one course can be counted in the Australian Tertiary Admission Rank (ATAR).

NESA Endorsed Vocational Education Training courses are courses based on National Industry Training Packages that are endorsed by NESA for inclusion in the Higher School Certificate. These courses include Animal Studies, Beauty Therapy, Fashion Design, Hairdressing, Laboratory Skills, Plumbing, Sport and Recreation and many more. These courses mostly count for 4 unit of Year 12 credit, do not count towards the ATAR and do not have an optional Year 12 examination.

## VET ASSESSMENT

- Assessment is competency based
- Assessment of relevant tasks counts towards AQF VET qualification component.

Example of TVET Curriculum Framework (NESA Developed) courses:

- Tourism
- Automotive Mechanical
- Electrotechnology
- Financial Services

# 1 INTRODUCTION

Example of TVET Curriculum Non-Framework (NESA Developed) courses:

- Interior Design
- Beauty Services Make Up and Skincare
- Fitness
- Music Industry Introduction
- Early Childhood Education and Care
- Animal Studies
- Baking
- Hairdressing
- Design Fundamentals

Travel – Students studying TVET courses must organise their own transport arrangements to the TAFE NSW Campus and make their own way home at the conclusion of class.

## 1.8 RECOGNITION OF PRIOR LEARNING (RPL)

A student who has already completed all or part of a vocational course elsewhere, such as TAFE, may have their previous studies and results recognised. The student will not have to repeat that training and assessment. Additionally, if through previous work or life experiences a student has already developed high level skills in this course area, these may also be able to be recognised. The teacher or VET coordinator can provide more details of the recognition process.

## 1.9 ASSESSMENT AND REPORTING

The HSC is based on a standards referenced approach. Student performance will be assessed and reported against standards of achievement established for each course. School based assessment tasks will constitute 50% of the Year 12 mark. The other 50% will come from the HSC examination.

The HSC mark for 2unit courses will be reported on a scale of 0 to A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The Band 6, from 90 to 100, will correspond to the highest level of achievement.

## 1.10 CROSS CAMPUS COURSE DELIVERY

NBSC students have a wide variety of courses and subject combinations from which to choose their senior studies program. Most students will study all their courses at one campus. However, because of the coordination of timetables across all campuses, it is possible to access some courses on other campuses of the NBSC. This enables students to have a much wider choice of subjects than is possible on any single site.

These 'shared' courses run each week in either:

- single blocks of time (4 hours) on Monday or Wednesday afternoon
- or two blocks of time on Tuesday and Thursday (mornings and afternoons)

Morning Cross Campus Classes run from approximately 8:00 – 9:30am. Afternoon Cross Campus Classes run from approximately 2:00 – 6:00pm. Students will know their conformed class times once they receive their timetable for the current year.

'Shared' courses are indicated in **BLOCKED** letters on the **NBSC Year 11 Curriculum Matrix**. This matrix shows all courses available at all campuses. The Year 11 Curriculum Matrix is included in the enrolment package.

Students who select courses delivered on more than one campus must consider their selection carefully as significantly more commitment is needed to study away from their home campus. Course fees may apply for materials used by students attending a 'shared' class. The fees are payable to the campus that is offering the course.

The NBSC will provide transport between campuses in the College minibus. Transport is not provided to and from the students' home address and their host campus.

## 1.11 HSC ADJUSTMENT FACTORS

If you are a student sitting the HSC in 2023 and will be receiving an ATAR you may be eligible for bonus ATAR points. Bonus ATAR points are awarded to students who perform well in HSC subjects that are relevant to the specific undergraduate degree program/s they wish to study at many universities. Not all university courses may be eligible for ATAR Adjustment Factors.

## 1.12 HSC MINIMUM STANDARDS

INSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

## 1.13 WHERE TO GO FOR HELP

- Head teachers, course teachers and course coordinators on your campus for advice about the content of particular subjects.
- Careers Adviser on your campus for advice on careers, VET courses, TAFE NSW courses, and tertiary institution requirements.
- Deputy Principal responsible for curriculum on your campus regarding curriculum requirements, subject combinations and study on more than one campus.
- Your parents.

Further information can be found at the:

- NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>
- Universities Admission Centre (UAC) <https://www.uac.edu.au/future-applicants/year-10-students>

## 2 COURSE SUMMARY

### NESA Developed Courses

COURSE	PAGE NUMBER
Aboriginal Studies	9
Ancient History	9
Biology	10
Business Studies	11
Chemistry	11
Chinese Beginners	12
Chinese and Literature	12
Community and Family Studies	13
Dance	13
Design and Technology	14
Drama	14
Earth and Environmental Science	15
Economics	15
Engineering Studies	16
English Advanced	17
English EAL/D	17
English Extension	18
English Standard	19
English Studies	20
Food Technology	20
French Beginners	21
French Continuers	21
Geography	22
German Beginners	23
German Continuers	23
History Extension	24
Industrial Technology – Multi Media Industries	24
Industrial Technology – Timber Products	25
(IPT replaced by) Enterprise Computing	26
Investigating Science	27
Italian Beginners	27
Italian Continuers	28
Japanese Beginners	29
Japanese Continuers	29
Legal Studies	30
Mathematics Advanced	30
Mathematics Extension 1	31
Mathematics Extension 2	31
Mathematics Standard	32
Modern History	32
Music 1	33
Music 2	34
Personal Development Health & Physical Education	34
Physics	35
Science Extension	35
Society and Culture	36
Software Engineering	36
Spanish Beginners	37
Textiles and Design	37
Visual Arts	38



### Vocational Education and Training Courses (School Delivered)

COURSE	PAGENUMBER
Business Services	41
Construction	42
Entertainment	43
Hospitality	44
Hospitality – Cookery	45
Information and Digital Technology	46
Sport Coaching	47

### NESA Endorsed Courses

COURSE	PAGENUMBER
Computing Applications	48
Marine Studies	49
Photography, Video and Digital Imaging	49
Sport Lifestyle and Recreation Studies	50
Work Studies	50

The course descriptions that follow are intended as a guide to help students select their subjects. Classes can only be formed where sufficient students select the particular course.

The fact that a course is listed here is not a commitment to run the course in a particular year.



## 3 NESAS DEVELOPED COURSES

### ABORIGINAL STUDIES 2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	HSIE

#### What will I be doing in this course?

**The Year 11 course** focuses on Aboriginal people's relationship with the Land, Aboriginal heritage and identity and an historical examination of colonialism, racism and prejudice from pre-contact

times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves a mandatory local community case study.

#### The Year 11 course topics:

- Part I: Aboriginality and the Land (20%)
- Part II: Heritage and Identity (30%)
- Part III: International Indigenous Community: Comparative Study (25%)
- Part IV: Research and Inquiry Methods: Local Community Case Study (25%)

Year 12 course provides for an in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and International Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

#### The Year 12 topics:

- Part I: Social Justice and Human Rights Issues (50%)
  - Global Perspectives (20%) AND
  - Comparative Study (30%)
- Part II: Case Study of an Aboriginal community for each topic (20%)
  - Aboriginality and the Land
  - Heritage and Identity Methods – Major Project (30%)

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

- Understand significant issues related to Aboriginal peoples
- Investigate issues from a variety of sources including the use of information technology
- Conduct fieldwork including community consultation
- Analyse and evaluate information from a variety of perspectives
- Communicate information effectively using a variety of media
- Develop informed and responsible values and attitudes about: social justice, intercultural understanding and empathy with Aboriginal peoples' experiences and views and ethical practices.

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

The knowledge, skills and competencies developed in Aboriginal Studies are useful in courses studied at university and TAFENSW, the world of work and for everyday life.

They are particularly applicable to law, policing, teaching, medicine, nursing, environmental studies, travel and tourism, communications, social work and journalism.

#### What else do I need to know about this course?

This subject involves a Major Project. This represents 40% of the internal assessment. This includes 15% for a student log book.

### ANCIENT HISTORY 2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	HSIE

#### What will I be doing in this course?

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

#### Part I: Introduction

- Investigating the Past: History, Archaeology and Science
- Case Studies (at least ONE)

#### Part II: Studies of Ancient Societies, Sites and Sources

- At least TWO study of ancient societies, sites and sources

#### Part III: Historical Investigation

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

#### The Year 12 comprises study of:

- Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum (25%)
- Part II: ONE Ancient Society (25%)
- Part III: ONE Personality in Their Time (25%)
- Part IV: ONE Historical Period (25%)

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

- |             |          |
|-------------|----------|
| 1 Egypt     | 3 Greece |
| 2 Near East | 4 Rome   |

The Year 12 History Extension Course involves the study and evaluation of the ideas and processes used by historians to produce history. In Part 1 (60% of the course), students investigate the question, 'What is history?' through readings compiled in a source book and through one case study. In Part II (40%), student's design, undertake and communicate a personal historical inquiry. Students must have successfully completed the Year 11 Course and be currently studying a Year 12 Course in either Modern or Ancient History to attempt the Extension and must have good research skills and an independent approach to learning to be successful.

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

- Collect, analyse and organise information
- Communicate ideas and information clearly in both written and oral forms
- Plan and organise activities

- Work with others as part of a team
- Use appropriate information technologies
- Understand the influence of the ancient past on the present and the future
- Understand, value and respect different viewpoints, ways of living, beliefs and languages.

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

Skills developed in the study of Ancient History are useful in a range of courses studied at university and TAFE NSW as well as in the workforce and everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism. A high level of achievement in Ancient History is a good indicator of success at tertiary level in a wide range of courses. Year 12 History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.

BIOLOGY		
2 UNITS IN EACH OF YEAR 11 AND 12		
Type	ATAR	Faculty
BDC	A	SCIENCE

ATAR A

## What will I be doing in this course?

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

The Year 11 course introduces students to the study of microbiology and the tools that scientists use in this field, allows students to examine the relationship in multicellular organisms between transport systems, investigate adaptations of organisms that increase the organism's ability to survive in their environment and to engage in the study of past ecosystems and create models of possible future ecosystems

### The Year 11 course covers:

- Cells as the basis of life
- Organisation of living things
- Biological diversity
- Ecosystem dynamics.

The Year 12 course builds on the Year 11 course and allows students to expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity, investigate how the processes of inheritance and evolution are applied, examines the treatment, prevention and control of infectious disease and study non-infectious disease and disorders, including their causes and effects on human health.

The Year 12 course covers:

- Heredity
- Genetic change
- Infectious disease
- Non-infectious disease and disorders.

## What else should I know about this course?

Both the Year 11 course and the Year 12 course require a depth study to be completed as part of the course. A depth study is any type

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

Practical experiences should occupy a minimum of 30 hours and depth studies a minimum of 15 hours of teaching time in both the Year 11 and 12 course and these will be assessed in practical exams and assignments.

The study of Biology requires students to have a strong background in science in Year 10. It is a demanding subject requiring a solid foundation in this subject and a strong commitment to study.

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

- Understand and critically appraise biological information
- Collect, analyse and organise information
- Apply skills in observation, manipulation and experimental design
- Work effectively as an individual and as a team member
- Appropriately use terminology and reporting styles to communicate information
- Solve problems relating to key biological concepts

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

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.



### 3 NESAS DEVELOPED COURSES

**BUSINESS STUDIES**  
2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	HSIE

#### What will I be doing in this course?

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 research projects, which investigate the operation of a small business or plan the establishment of a small business.

#### In the Year 11 course students' study:

- Nature of business
- Business Management
- Business Planning

#### The Year 12 course students' study:

- Operations
- Marketing
- Finance
- Human Resources

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

Each topic in the Business Studies syllabus addresses the knowledge and understanding objectives:

- The nature, role and structure of business
- Internal and external influences on business
- The functions and processes of business activity
- Management strategies and their effectiveness.

#### Students address the skills objectives by investigating the following issues:

- Competitive strategy
- Coordinating key business functions and resources
- Globalisation
- Role of government
- Corporate social responsibility

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

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and TAFE NSW as well as in the workforce and everyday life. There are opportunities for students to gain credit transfer in certificate and diploma courses at TAFE NSW. Business Studies helps to prepare students for employment and full and active participation as citizens.

**CHEMISTRY**  
2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	SCIENCE

#### What will I be doing in this course?

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.

In the Year 11 course students analyse trends and patterns in relation to the properties of pure substances, are introduced to the quantitative nature of chemistry, study how chemicals react and investigate factors that initiate and drive a reaction.

#### The Year 11 course covers:

- Properties and structure of matter
- Introduction to quantitative chemistry
- Reactive chemistry
- Drivers of reactions

The Year 12 course builds on the Year 11 course and allows students to expand their knowledge and understanding of the scientific method. Students will understand that scientific knowledge enables scientists to offer valid explanations and make reliable predictions, analyse how and why the definitions of both an acid and a base have changed over time, focus on the principles and applications of chemical synthesis in the field of organic chemistry and investigate a range of methods used to identify and measure quantities of chemicals.

#### The Year 12 course covers:

- Equilibrium and acid reactions
- Acid/base reactions
- Organic chemistry
- Applying chemical ideas

#### What else should I know about this course?

Both the Year 11 course and the Year 12 course require a depth study to be completed as part of the course. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Practical experiences should occupy a minimum of 30 hours and depth studies a minimum of 15 hours of teaching time in both the Year 11 and 12 course and these will be assessed in practical exams and assignments.

The study of Chemistry requires students to have a strong background in science and mathematics in Year 10. It is a demanding subject requiring a solid foundation in these subjects and a strong commitment to study.

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

- Understand and critically appraise basic concepts of chemistry
- Apply experimental skills in observation, manipulation, measurement, and experimental design
- Use computers and data loggers to access information
- Appropriately use terminology and reporting styles to communicate information
- Work effectively as an individual and as a team member

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

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.

CHINESE BEGINNERS			ATAR A
2 UNITS IN EACH OF YEAR 11 AND 12			
Type	ATAR	Faculty	
BDC	A	LANGUAGES	

Prerequisites: No knowledge of Chinese required.  
 Exclusions: Chinese Continuers, Chinese Extension, Chinese and Literature, Chinese in Context. Students who speak Chinese at home or have studied Chinese for more than 100 hours in years 7-10. Check with your teacher or please find eligibility criteria via this link:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility>

### What will I be doing in this course?

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 Chinese. Topics studied throughout the course are: family life, home and neighbourhood; people, places and communities; education and work; friends, recreation and pastimes; holidays, travel and tourism; future plans and aspirations.

They are studied through two interdependent perspectives, that of their own personal world and that of the Chinese-speaking communities, and they provide contexts in which students develop their communication skills in Chinese. Students' skills in, and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, relevant to each topic.

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

- Use Chinese to communicate with others in a simple manner
- Understand simple spoken and written Chinese
- Understand and appreciate the cultural contexts in which Chinese is used
- Reflect on my own culture through the study of other cultures

- Understand language as a system
- Make connections between Chinese and other languages
- Develop cognitive, learning and social skills.
- Apply Chinese to work, further study, training or leisure
- Continue my study of Chinese at a tertiary level

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

As Australia develops further commercial and cultural links with China, knowledge of Chinese is becoming extremely valuable. Learning Chinese language and culture will make young Australians more employable here and internationally, in areas such as public relations, commerce, finance, hospitality, teaching, academic research, marketing, international relations, media, tourism, real estate, retail and in interpreting and translating.

Importantly, learning a language other than English, assists with cross cultural appreciation and helps build communication and understanding between cultures; it also enhances creativity and facilitates cognitive and intellectual development.

Literacy skills in the student's first language and other languages are greatly promoted by the study of another language. Knowledge of, and ability to function in, another language is becoming increasingly important in our multi-cultural society here in Australia, as well as on the world stage. Chinese has in excess of 1,117 million native Mandarin speakers, with whom you could start conversing when you learn their language and culture.

Technology is a fantastic enabler, however online translation remains impersonal and does not make the grade when it comes to building relationships, business or personal. Studying Chinese Beginners is a great way to start your language learning journey.

CHINESE AND LITERATURE			ATAR A
2 UNITS IN EACH OF YEAR 11 AND 12			
Type	ATAR	Faculty	
BDC	A	LANGUAGES	

Prerequisites: Stage 5 Chinese or equivalent is assumed.  
 Exclusions: Chinese Beginners, Chinese in Context, Chinese Continuers, Chinese Extension.

### What will I be doing in this course?

In the Year 11 and 12 courses Students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues. Students will also gain an insight into the culture and language of Chinese-speaking communities through the following prescribed themes:

- The Individual and The Community
- Youth and Culture
- Perspective on Identity
- Global Issues

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

- Use Chinese to communicate with others - all spoken exchanges are conducted in Putonghua
- Understand and appreciate the cultural contexts in which Chinese is used
- Reflect on my own culture
- Understand language as a system
- Make connections between Chinese and/or other languages
- Develop cognitive, learning and social skills
- Apply Chinese to work, further study, training or leisure

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

As Australia develops further commercial and cultural links with China, abilities of moving between these two cultures is becoming extremely important and valuable. This course will provide students a chance to understand themselves and their own culture by comparing Chinese and Australian cultures. Moreover, it will help students to gain deep knowledge and develop higher-order thinking skills, which are crucial for their future development in this globalised world.

## 3 NESAS DEVELOPED COURSES

COMMUNITY AND FAMILY STUDIES  
2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	PDHPE

### What will I be doing in this course?

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

#### In the Year 11 course students undertake three mandatory modules:

- Resource management
- Individuals and groups
- Families and communities.

#### In the Year 12 course students undertake three mandatory modules:

- Research methodology
- Groups in context
- Parenting and caring.

#### and specialise in one of the following options:

- Family and societal interaction
- Social impact of technology
- Individuals and work.

Students will carry out research in the form of an Independent Research Project which is internally examined and forms 20% of the Year 12 assessment mark.

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

Community and Family Studies aims to develop in each student the ability to manage resources and take action to support the needs of individuals, groups and families in Australian society and develop skills in critical thinking and management. Students will develop skills in critical thinking and research methodology.

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

This course has particular application in careers such as Business Management, Human Resource Management, Teaching, Social Work, Nursing, Counselling and Marketing.

DANCE  
2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	CREATIVE ARTS

### What will I be doing in this course?

Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

#### In the Year 11 course students undertake three mandatory modules:

- Performance
- Composition
- Appreciation

In addition, time is allocated by the teacher to suit the specific circumstances/ context of the class.

#### In the Year 12 course students continue study in three key components:

- Performance
- Composition
- Appreciation

In addition, students undertake an in-depth study of dance in one of the Major Study components, either performance, composition, appreciation or dance and technology.

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

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



## DESIGN AND TECHNOLOGY

ATAR

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	TAS

### What will I be doing in this course?

Students study design processes, design theory and factors in relation to design projects. In the Year 11 course students study designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques. It includes the completion of at least two design projects. The Year 12 course studies innovation and emerging technologies, including a case study of innovation. The study of designing and producing culminates in the development and realisation of a Major Design Project and the presentation of a case study. The project folio includes a project proposal and management, project development and realisation and project evaluation.

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

- Understand design theory and process
- Understand and appreciate the interrelationship of design, society and the environment
- Understand innovation and entrepreneurial activity in a range of contexts
- Apply skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities
- Demonstrate knowledge and understanding about current and emerging technologies in a variety of settings.

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

Design and Technology provides pathways to employment and further education. It may lead to careers in a range of design fields including industrial design, graphic design, architecture, advertising, marketing and business management.

*Students are expected to purchase their own materials for major design project.*

## DRAMA

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	CAPA

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.

### What will I be doing in this course?

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

### The Year 11 course covers:

- Improvisation, play building, acting
- Elements of production in performance including design: stage, costume, lighting and sound
- Theatrical traditions and performance styles, This involves theoretical study through practical workshops exploring content, styles, movement and dramatic conventions.

### The Year 12 course covers:

- Australian drama and theatre
- Studies in drama and theatre
- The group performance (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills
- The individual project where students demonstrate their expertise in a particular area. Students choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

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

- Make and perform different styles of drama
- Critically study drama and theatre
- Work both independently and with others in groups to plan and organise activities
- Solve problems
- Collect, analyse and organise information and communicate ideas and information.

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

Students who wish to pursue a career in theatre or the entertainment industry, or in public relations and media communications can gain experience skills and confidence through this course.



### 3 NESAS DEVELOPED COURSES

EARTH AND ENVIRONMENTAL SCIENCE  
2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	SCIENCE

#### What will I be doing in this course?

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.

In the Year 11 course students explore science as a human endeavour in relation to the work of geologists, explore the theory of plate tectonics, investigate how the Earth's processes require energy and research how humans use the Earth's resources to maintain life and provide infrastructure.

#### The Year 11 course covers:

- Earth's resources
- Plate tectonics
- Energy transformations
- Human impacts

The Year 12 course builds on the Year 11 course and students will further explore the theory of plate tectonics, the use, development and analysis of seismic data in order to examine significant seismic events, examine the mechanisms and scientific evidence for climate variation and examine how the extraction and disposal of waste can greatly impact on the surrounding environment, affecting the quality and availability of renewable resources such as water and living organisms.

#### The Year 12 course covers:

- Earth's processes
- Hazards
- Climate science
- Resource management

#### What else should I know about this course?

Both the Year 11 course and the Year 12 course require a depth study to be completed as part of the course. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.

Practical experiences should occupy a minimum of 35 hours and depth studies a minimum of 15 hours of teaching time in both the Year 11 and 12 course and these will be assessed in practical exams and assignments.

The study of Earth and Environmental Science requires students to have a strong background in science in Year 10. It is a demanding subject requiring a solid foundation in this subject and a strong commitment to study.

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

- Understand and critically evaluate basic concepts about the environment
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member

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

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.

ECONOMICS

2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	HSIE

#### What will I be doing in this course?

Economics provides an understanding of many aspects of the economy and its operation, which 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. At least one report in each of the Year 11 and the Year 12 courses must be the result of collaborative work.

#### The Year 11 course covers:

- Introduction to Economics - the nature of economics and the operation of an economy
- Consumers and Business - the role of consumers and business in the economy
- Markets - the role of markets, demand, supply and competition
- Labour Markets - the workforce and role of labour in the economy

- Financial Markets - the financial market in Australia including the share market
- Government in the Economy - the role of government in the Australian economy.

**The Year 12 course covers:**

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

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

- Demonstrate effective economic thinking that contributes to responsible, competent decision-making in a changing economy
- Investigate and engage in effective analysis and evaluation of economic information
- Communicate economic information, ideas and issues in appropriate form
- Explain the role of government in economic management
- Identify and explain current economic issues.

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

Economics is recommended study for anyone contemplating a career in accountancy, business, industrial relations, management, advertising, marketing, real estate or administration. The successful study of Economics will give credit transfer to a range of Business courses at Sydney TAFE as well as being recommended study for university study in a business-related field. It would also be valuable to those individuals who wish to be self-employed.

ENGINEERING STUDIES			ATAR A
2 UNITS IN EACH OF YEAR 11 AND 12			
Type	ATAR	Faculty	
BDC	A	TAS	

**What will I be doing in this course?**

Both Year 11 and 12 courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics and the scope of the profession. Students study engineering by investigating, both individually and as a team, a range of applications and fields of engineering.

**In the Year 11 course**, students undertake the study of 4 compulsory modules:

- Three application modules based on engineered products and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- One focus module relating to the field of Biomedical engineering.

**In the Year 12 course**, students undertake the study of 4 compulsory modules:

- Two application modules relating to the fields of Civil structures and Personal and public transport
- Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

**Particular course requirements - Engineering Report:**

- The Year 11 course. Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.
- The Year 12 course. Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Year 11 course and one engineering report from the Year 12 course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

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

- Understand the scope of engineering and the role of the engineer
- Understand engineering principles and appreciate the responsibilities of engineers in society
- Demonstrate communications skills appropriate to engineering practices
- Understand the developments in technology and appreciate their influence on people and engineering practice
- Apply management and problem-solving skills in an engineering context
- Apply skills in the application of engineering methodology.

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

Students who undertake Engineering Studies will have the opportunity to follow professional, vocational and employment pathways. The insight and experience associated with Engineering Studies will provide very useful background for further study of engineering at university and should be combined with the study of high levels of mathematics and science to be especially useful. Those going into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.



### 3 NESAS DEVELOPED COURSES

#### ENGLISH ADVANCED

2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	ENGLISH

#### What will I be doing in this course?

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. The Year 11 course has one common module with Standard English: Reading to Write and two modules.

Module A: Narratives that Shape our World

Module B: Critical Study of Literature

#### Students are required to:

- Study a range of text types inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Study texts which are widely regarded as quality literature, including a range of texts written about intercultural experiences and the peoples and cultures of Asia
- Study a range of Australian texts, including texts by Aboriginal and/ or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/ or Torres Strait Islander peoples
- Study texts with a wide range of cultural, social and gender perspectives
- Support their study of texts with their own wide reading
- A study of reading, writing, listening, speaking viewing and representing as appropriate.

The Year 12 course has one Common module with Standard English: Texts and Human Experiences and three modules.

Module A: Textual Conversations

Module B: Critical Study of Literature

Module C: The Craft of Writing (This module may be studied concurrently with the Common module and/ or Modules A and/ or B)

#### Students are required to:

- Study four prescribed texts, one drawn from each of the following categories: Shakespearean drama, prose fiction, poetry or drama
- Study one related text in the common module
- Study integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Support their study of texts with their own wide reading.

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

- Students explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.
- Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures.
- They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

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

- Students study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.
- Through their study of English students can become critical thinkers, and articulate and creative communicators
- Students extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions.
- Students develop skills in independent, collaborative and reflective learning. These skills form the basis of sound practices for adult life, including the world of work as well as post school training and education.

#### ENGLISH EAL/D

2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	ENGLISH

Exclusions: English Standard; English Advanced, English Extension 1 and 2. Eligibility rules apply

#### What will I be doing in this course?

English EAL/D is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by course requirements. The students engage in a variety of language experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, to enhance their personal, social, educational and vocational lives.

Students are provided with opportunities to develop and refine skills in spoken and written English. Explicit and targeted English language instruction throughout the English EAL/D course is delivered in context and at student's point of need in order to assist them in achieving Years 11 and 12 outcomes across the curriculum.

#### The Year 11 course has three modules:

Module A: Language and Texts in Context

Module B: Close Study of Text

Module C: Texts and Society

### Students are required to:

- Study a range of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Study texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- Study arrange of Australian texts, including texts by Aboriginal and /or Torres Strait islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres strait Islander peoples.
- Study texts with a range of cultural, social and gender perspectives
- Engage in wide reading throughout each module
- Engage in speaking and listening components in each module

### The Year 12 course involves the study of 3 modules:

Module A: Texts and Human Experience

Module B: Language, Identity and Culture

Module C: Close Study of Text

Another module Focus on Writing is studied concurrently with the other Modules.

### Students are required to:

- Study of at least three types of prescribed texts drawn from the categories of: prose fiction; poetry or drama; film or media or nonfiction
- Include a study of one related text in Module A
- Engage in speaking and listening components in each module
- Engage in wide reading throughout the course

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

- Students should be able to participate more effectively in Australian education and society as they are provided with the opportunity to learn Standard Australian English in relevant and challenging contexts
- Develop creative and critical English language skills
- Develop knowledge, understanding and engagement with literature and other textual forms
- Develop an increased understanding of the diversity and values of Australian and other cultures

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

This course assists students to develop collaborative and critical thinking skills needed to navigate their way through the 21st century world. It is designed to assist students enhance their personal, educational, social and vocational lives including tertiary study and in the workplace. 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.

## ENGLISH EXTENSION

ATAR A

1 UNITS IN YEAR 11 AND 1 UNIT IN YEAR 12

Type	ATAR	Faculty
BDC	A	ENGLISH

### Prerequisites:

- English Advanced course
- Year 11 English Extension Course is prerequisite for
- Year 12 Extension Course 1
- Year 12 Extension Course 1 is prerequisite for
- Year 12 Extension Course 2

Exclusions: English Standard; English EALD.

### What will I be doing in this course?

English Extension is designed for students undertaking English Advanced who chose to study at a more intensive level in diverse but specific areas. The course is designed for students with an interest in literature and a desire to pursue a specialised study of English. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts. In the Year 11 course students explore one Module: Texts, Culture and Value. They study one text from the past and its manifestations in one or more recent cultures. Students present a related research project based the reading of a wide selection of texts.

### Students are required to:

- Study texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and culture of Asia
- Study a range of Australian texts, including texts by Aboriginal and/or Torres strait Islander peoples
- A range and types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- Study integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

In the Year 12 Extension 1 students must complete a common module: Literary Worlds with one elective option. It requires the study of three prescribed texts and at least two related texts.

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

- Effectively respond to a range of texts in a critical and imaginative way
- Understand how context influences the composition of and response to texts
- Foster an appreciation of aesthetic values
- Write critically in a variety of forms

# 3 NESAS DEVELOPED COURSES

## How will this course assist me in the future?

- Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions.
- They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.
- They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

### ENGLISH STANDARD

2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	ENGLISH

## What will I be doing in this course?

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. The Year 11 course has one common module with Standard English: Reading to Write and two modules.

Module A: Contemporary Possibilities

Module B: Close Study of Literature

### Students are required to:

- Study a range of text types inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Study texts which are widely regarded as quality literature, including a range of texts written about intercultural experiences and the peoples and cultures of Asia.
- Study a range of Australian texts, including texts by Aboriginal and/ or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/ or Torres Strait Islander peoples
- Study texts with a wide range of cultural, social and gender perspectives
- Support their study of texts with their own wide reading
- A study of reading, writing, listening, speaking viewing and representing as appropriate

The Year 12 course has one Common module with Standard English: Texts and Human Experiences and three modules.

Module A: Language, Identity and Culture

Module B: Close Study of Literature

Module C: The Craft of Writing (This module may be studied concurrently with the Common module and/ or Modules A and/ or B)

### Students are required to:

- Study three types of prescribed texts, one drawn from each of the following categories: prose fiction, poetry or drama, film or media or nonfiction
- Study one related text in the common module
- Study integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Support their study of texts with their own wide reading.

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

- Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures
- They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts
- Students study, analyse, respond to and compose texts to extend experience, access information and access its reliability
- This provides students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives

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

- This course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and difference that make up Australian society
- They develop skills in literacy, and independent, collaborative and reflective learning. These skills form the basis of sound practices for adult life, including the world of work as well as post school training and education.
- The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning



**ENGLISH STUDIES**  
2 UNITS IN EACH OF YEAR 11 AND 12

ATAR B

Type	ATAR	Faculty
BDC	B	ENGLISH

**FOOD TECHNOLOGY**  
2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	TAS

### What will I be doing in this course?

Those students who take English Studies in the 2023 Year 12 and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

**To be eligible for an ATAR, students studying the English Studies course must complete the optional Year 12 examination.**

#### Years 11 and 12 students are required to:

- Read, view, listen to and compose a range of print and multimodal texts
- Develop literacy and communication skills for post school options
- Plan, research and present an individual and/or collaborative project
- Develop ICT skills for communication in English
- Experience a range of literary written about intercultural experiences and the peoples and cultures of Asia
- Experience Australian texts, including texts by Aboriginal authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- Experience texts from a wide range of cultural, social and gender perspectives
- What should I be able to do at the end of this course?
- Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape meaning in a variety of forms, modes and media.
- Demonstrate skills in reading, writing, listening, and viewing, using these skills to enrich their lives personally, at work and in society
- Use language accurately effectively and appropriately for a range of purposes
- Demonstrate skills in planning and working both individually and collaboratively, and reflect on learning

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

Communication skills are essential in all aspects of study and work. This course will enable students to communicate better in all language forms and for a variety of purposes. Students will become flexible and critical thinkers, able to understand and appreciate a variety of cultural heritages. Students will have skills that will be useful throughout adult life.

### What will I be doing in this course?

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation and the design, implementation and evaluation of solutions to food situations. In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities in this course.

#### The Year 11 course covers:

- Food availability and selection
- Food quality
- Nutrition

#### The Year 12 course covers:

- The Australian food industry
- Food manufacture
- Food product development
- Contemporary Nutrition Issues.

### What else do I need to know about this course?

- A food consumable fee applies to this course.

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

- To make responsible decisions regarding food choices
- Research and analyse information
- Experiment with, communicate, evaluate and manage resources.

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

This course will provide you with the knowledge, skills and attitudes to undertake further tertiary study at university or TAFE in the areas of Food Science, Dietetics and Food Research and Development.



# 3 NESAS DEVELOPED COURSES

## FRENCH BEGINNERS

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	LANGUAGES

Prerequisites: No knowledge of French required.

Exclusions: French Continuers, French Extension, students who speak French at home or have studied French for more than 100 hours in Years 7-10. Other eligibility rules apply to the study of this subject. Check with your teacher or please find eligibility criteria via the link below:

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

### What will I be doing in this course?

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 French. Topics studied throughout the course are: family life, home and neighbourhood; people, places and communities; education and work; friends, recreation and pastimes; holidays, travel and tourism; future plans and aspirations.

They are studied through two interdependent perspectives, that of their own personal world and that of the French-speaking communities, and they provide contexts in which students develop their communication skills in French. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, relevant to each topic.

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

- Use French to communicate with others in a simple manner
- Understand simple spoken and written French
- Understand and appreciate of the cultural contexts in which French is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between French and other languages
- Develop cognitive, learning and social skills
- Apply French to work, further study, training or leisure
- Continue my study of French at a tertiary level

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

The study of French provides students with opportunities for continued learning and for future employment and experience, both within Australia and internationally, in areas such as public relations, commerce, hospitality, education, scientific research, marketing, international relations, journalism, media, tourism and in interpreting and translating.

Further to this, the study of a language helps students to move between cultures and experience, value and embrace diversity of culture. Learning a language enhances creativity and facilitates cognitive and intellectual development.

Literacy skills in the student's first language and other languages are enhanced by the study of another language. As French is one of the major languages in the world and is spoken by more than 320 million people, across the five continents, this course will equip students to travel within any French-speaking country, from the many African countries, Canada, France itself to our own Pacific neighbours such as New Caledonia.

Knowledge of, and ability to function in, another language is becoming increasingly important in our multi-cultural society here in Australia, as well as on the world stage.

Technology is a fantastic enabler, however online translation remains impersonal and does not make the grade when it comes to building relationships, business or personal. Studying French Beginners is a great way to start your language learning journey.

## FRENCH CONTINUERS

2 UNITS IN EACH OF YEAR 11 AND 12 & OPTIONAL 1 UNIT YEAR 12 EXTENSION

Type	ATAR	Faculty
BDC	A	LANGUAGES

Prerequisites: Stage 5 French or equivalent knowledge is assumed. Candidates should have basic reading and writing skills and be able to understand simple conversation.

Exclusions: French Beginners

Exclusions: French Beginners

### What will I be doing in this course?

The Year 11 and 12 courses comprise the overarching themes of the individual, French-speaking communities and the changing world, under which are the topics: personal identity, relationships, school life and aspirations, leisure and interests, daily life and lifestyles, arts and entertainment, travel and tourism, the world of work, current issues and the young person's world.

Students build on previous knowledge and experience to develop their skills in and knowledge of French and French-speaking cultures through tasks associated with a range of multimedia texts and text types, relevant to these topics.

Students will complete assessment tasks in the following four skills: reading and responding, listening and responding, writing in French and speaking in French.

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

- Use French to communicate with others
- Understand spoken and written French in a range of contexts
- Understand and appreciate the cultural contexts in which French is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between French and/or other languages
- Have cognitive, learning and social skills
- Apply French to work, further study, training or leisure
- Continue my study of French at a tertiary level.

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

The study of French provides students with opportunities for continued learning and for future employment and experience, both within Australia and internationally, in areas such as public relations, commerce, hospitality, education, scientific research, marketing, international relations, journalism, media, tourism and in interpreting and translating.

Further to this, the study of a language helps students to move between cultures and experience, value and embrace cultural diversity. Learning a language enhances creativity and promotes cognitive and intellectual development.

Literacy skills in the student's first language and other languages

are enhanced by the study of another language. As French is one of the major languages in the world and is spoken by more than 320 million people, across the five continents, this course will equip students to travel within any French-speaking country, from the many African countries, Canada, France itself to our own Pacific neighbours such as New Caledonia.

Knowledge of, and ability to function in, another language is becoming increasingly important in our multi-cultural society here in Australia, as well as on the world stage.

Technology is a fantastic enabler, however online translation remains impersonal and does not make the grade when it comes to building relationships, business or personal. Studying French Continuers is a great way to continue your language learning journey.

## French Extension

### 1 Unit Year 12 Course

The Extension course is available in year 12 for students who have completed Year 11 French Continuers and are currently studying HSC French Continuers. The Extension course allows students to explore bigger, current world issues in the context of three overarching themes and the study of a prescribed text (book or film).

Students will develop their knowledge and understanding of French language and culture through access to a variety of texts related to the themes. Students will build on their ability to analyse texts in French. They will extend their ability to use and appreciate French as they develop their argumentation and creative writing skills.

## GEOGRAPHY

### 2 UNITS IN EACH OF YEAR 11 AND

ATAR A

Type	ATAR	Faculty
BDC	A	HSIE

## What will I be doing in this course?

The Year 11 course investigates biophysical interactions 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 11 course covers:

- Biophysical Interactions: how biophysical processes contribute to sustainable management and
- Global Challenges: the study of geographical issues on a global scale such as population. The Senior Geography Project is a geographical study of the student's own choosing.

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 demonstrate the relevance of geographical study.

## The Year 12 course covers:

- Ecosystems at Risk: studies the functioning of ecosystems, their management and protection
- Urban Places is a study of cities and urban dynamics
- People and Economic Activity in a local and global context.
- Key concepts incorporated across all topics are: change environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

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

- Understand the interactions between factors that make up the natural environment and the role of people in environmental change
- Have the skills to observe your surroundings and be able to develop strategies for researching existing knowledge
- Gather new knowledge about the environment and the people who depend on it and through your own research framework
- Communicate knowledge through a wide variety of methods.

## What else do I need to know about this course?

Students complete a Senior Geography Project (SGP) in the Year 11 course and must undertake 10 hours of fieldwork in both the Year 11 and 12 courses. Fieldwork reports make up a considerable part of the assessment in both years and attendance and completion of fieldwork are essential, as well as fun.

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

Geography gives us a broad range of skills to interpret the world around us. It also helps us to shape our lives so that we maximise our enjoyment of the wonders of nature while minimising our negative impact on the systems that support life on the planet. All careers, including law, tourism and business, will benefit the study of Geography. The 21st Century is a crucial time in which we must learn to work within our planet's ability to support us.

The managers of the future must think globally and act locally. Geography gives us a head start

## 3 NESAS DEVELOPED COURSES

### GERMAN BEGINNERS 2 UNITS IN EACH OF YEAR 11 AND

ATAR A

Type	ATAR	Faculty
BDC	A	LANGUAGES

Prerequisites: No knowledge of German required

Exclusions: German Continuers; German Extension, students who speak German at home or have studied German for more than 100 hours in Years 7-10. Other eligibility rules apply to the study of this subject.

Check with your teacher or please find eligible criteria via the link below:

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

### What will I be doing in this course?

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 German. Topics studied throughout the course are: family life, home and neighbourhood; people, places and communities; education and work; friends, recreation and pastimes; holidays, travel and tourism; future plans and aspirations.

They are studied through two interdependent perspectives, that of their own personal world and that of the German-speaking communities, and they provide contexts in which students develop their communication skills in German. Students' skills in, and knowledge of German will be developed through tasks associated with a range of texts and text types, relevant to each topic.

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

- Use German to communicate with others in a simple manner
- Understand simple spoken and written German
- Understand and appreciate the cultural contexts in which German is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between German and other languages
- Develop cognitive, learning and social skills
- Apply German to work, further study, training or leisure
- Continue my study of German at a tertiary level

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

A The study of German provides students with opportunities for continued learning and for future employment and experience, both within Australia and internationally, in areas such as public relations, commerce, finance, hospitality, teaching, academic research, marketing, international relations, journalism, media, tourism, real estate, retail and in interpreting and translating.

Further to this, the study of a language helps students to move between cultures and experience, value and embrace diversity of culture. Learning a language enhances creativity and facilitates cognitive and intellectual development.

Literacy skills in the student's first language and other languages are enhanced by the study of another language. German has in excess of 130 million native speakers. It is the official language in Germany and Austria and is one of the official languages in Switzerland, Liechtenstein and Luxemburg. It is learned by many other nationalities globally, as the importance of the language is undisputed in the context of international business. This course will equip students to travel within any German-speaking country, explore and enjoy their distinct cultures and also, facilitate travel in other countries.

Knowledge of, and ability to function in, another language is becoming increasingly important in our multi-cultural society here in Australia, as well as on the world stage.

Technology is a fantastic enabler, however online translation remains impersonal and does not make the grade when it comes to building relationships, business or personal. Studying German Beginners is a great way to start your language learning journey.

### GERMAN CONTINUERS 2 UNITS IN EACH OF YEAR 11 AND

ATAR A

Type	ATAR	Faculty
BDC	A	LANGUAGES

Prerequisites: Stage 5 German or equivalent knowledge is assumed. Candidates should have basic reading and writing skills and be able to understand simple conversation.

Exclusion: German Beginners.

### What will I be doing in this course?

The Year 11 and 12 courses comprise the overarching themes of the individual, German-speaking communities and the changing world, under which are the topics: personal identity, education and aspirations, leisure and lifestyles, people and places, past and present, arts and entertainment, the world of work, youth issues, and tourism and hospitality.

Students build on previous knowledge and experience to develop their skills in and knowledge of German and German-speaking cultures through tasks associated with a range of multimedia texts and text types, relevant to these topics.

Students will complete assessment tasks in the following four skills: reading and responding, listening and responding, writing in German and speaking in German.

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

- Use German to communicate with others
- Understand simple spoken and written German in a range of contexts
- Understand and appreciate the cultural contexts in which German is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between German and other languages
- Have cognitive, learning and social skills
- Apply German to work, further study, training or leisure
- Continue my study of German at a tertiary level

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

The study of German provides students with opportunities for continued learning and for future employment and experience, both within Australia and internationally, in areas such as public relations, commerce, hospitality, education, scientific research, marketing, international relations, journalism, media, tourism and in interpreting and translating.

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Technology is a fantastic enabler, however online translation remains impersonal and does not make the grade when it comes to building relationships, business or personal. Studying German Continuers is a great way to continue your language learning journey.

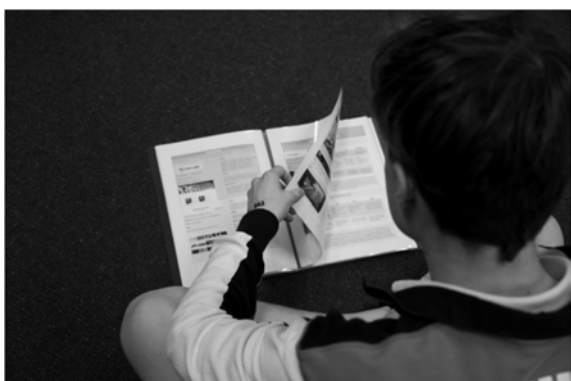
## 12 German Extension course 1 Unit Year 12 course

The Extension course is available in year 12 for students who have completed Year 11 German Continuers and are currently studying HSC German Continuers. The Extension course allows students to explore bigger, current world issues in the context of three overarching themes and the study of a prescribed text (book or film).

Students will develop their knowledge and understanding of German language and culture through access to a variety of texts related to the themes. Students will build on their ability to analyse texts in German. They will extend their ability to use and appreciate German as they develop their argumentation and creative writing skills.

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

A knowledge of German provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy. Learning a language helps to improve literacy skills in English.





## HISTORY EXTENSION 1 UNIT IN YEAR 12

ATAR A

Type	ATAR	Faculty
BDC	A	HSIE

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

### What will I be doing in this course?

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

#### Course Description:

Constructing History

- Key Questions
- Case Studies
- History project



## INDUSTRIAL TECHNOLOGY MULTI-MEDIA TECHNOLOGIES 2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	TAS

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.

### What will I be doing in this course?

This is a computer-based course which provides students with essential skills needed to enter the exciting world of multi-media. This is a largely practical course involving learning how to design and develop an entire multi-media project incorporating 2D

and 3D images, animation, film, sound, text and website design. Students will also study the multi-media industry and the workplace communication within it. Students will have access to modern IBM and Apple platforms during different stages of the course.

#### Course Description:

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

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

The Focus Areas offered are:

- Multimedia Technology

#### The Year 11 course covers:

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

- Industry Study - structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design - elements and principles, types of design, quality, influences affecting design
- Management and Communication - development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technology
- Production - display a range of skills through the construction of a number of projects
- Industry Related Manufacturing Technology - understanding of a range of materials, processes, tools and equipment, machinery and technologies.

# 3 NESAS DEVELOPED COURSES

**INDUSTRIAL TECHNOLOGY**  
**TIMBER PRODUCTS AND FURNITURE**  
**2 UNITS IN EACH OF YEAR 11 AND 12**

ATAR A

Type	ATAR	Faculty
BDC	A	TAS

### The Year 12 course covers:

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

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

- Understand the key elements in the multi-media industry
- Be able to design and manage a multi-media major project
- Use a range of workplace communication common to the multi-media industry
- Use and understand a range of industry-specific content and production.

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

Students who successfully complete this course will have a rare insight into the workings of the multi-media industry and the occupational opportunities it offers. Students will also have completed a quality multi-media project which they can incorporate into a portfolio to assist in entering the multimedia industry or further study in multi-media.

### What else do I need to know about this course?

Final Assessment is made up of:

- Major Project 60% of Year 12 mark
- Year 12 Examination 40% of Year 12 mark



### What will I be doing in this course?

Industrial Technology consists of project work and an Industry Study, which develops a broad range of skills and knowledge, related to the industry focus area - Timber Products. In the Year 11 course, students must design, develop and construct a number of projects. Each project must include a management folio. Also, students must undertake the study of an individual business within the industry.

The Focus Areas offered are:

- Timber Products and Furniture Technologies.

### The Year 11 course covers:

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

- Industry Study - structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design - elements and principles, types of design, quality, influences affecting design

### The Year 12 course covers:

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

### What else do I need to know about this course?

- The marks for this course are eligible for inclusion in the ATAR (Category A).
- A material fee applies to this course, and exotic timbers for major projects will be charged at a reduced price.

### Final Assessment is made up of:

- Major Project 60% of Year 12 mark
- Year 12 Examination 40% of Year 12 mark

Students are expected to purchase their own materials for the Major Design Project.

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

Industrial Technology gives students knowledge and skills in a particular industry and increases job opportunities in a range of practical occupations.

**Note: You can only select one Industrial Technology Subject**

Type	ATAR	Faculty
BDC	A	TAS

## What will I be doing in this course?

The study of Enterprise Computing 11-12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills.

Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social and environmental initiatives. Students perform project work and apply their knowledge and skills in: interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems.

Enterprise Computing encourages the understanding of the implications of responsible and ethical application of appropriate standards in the development of solutions. Students learn about the technologies that support enterprise-based information systems.

### The Year 11 course (120 hours) covers:

The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical, and legal implications.

- Interactive Media and the User Experience (40 hours)
- Networking Systems and Social Computing (40 hours)
- Principles of Cybersecurity (40 hours)

### The Year 12 course (120 hours) covers:

The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

- Data Science (30 hours)
- Data Visualisation (30 hours)
- Intelligent Systems (30 hours)
- Enterprise Project (30 hours)

Enterprise Computing Course Specifications are an integral part of the course content for Year 11 and Year 12 and indicate the depth of study required for some concepts in the Enterprise Computing 11-12 Syllabus. The *Enterprise Computing 11-12 Syllabus* must be applied in conjunction with the Enterprise Computing Course Specifications.

## What will I be able to do at the end this course?

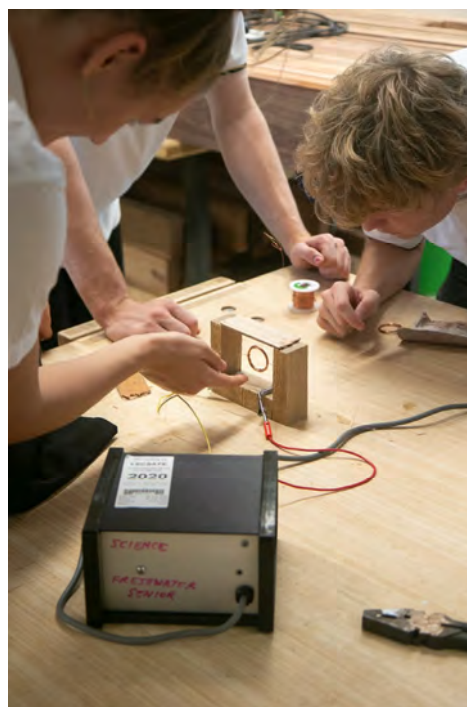
- Think creatively, devise solutions and communicate information to a range of audiences using a variety of computing resources
- Apply computing technologies and systems thinking to data analysis
- Solve (or improve) enterprise challenges, such as those relating to social, commercial or industrial issues

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

The course enables students to effectively use and manage digital tools and technologies in commercial and other settings.

The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems

Project work also encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry.



# 3 NESAS DEVELOPED COURSES

INVESTIGATING SCIENCE  
2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	SCIENCE

## What will I be doing in this course?

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. 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.

In the Year 11 course students explore the importance of observation and the collection of quantitative and qualitative data in scientific investigations, consider primary and secondary-sourced data and its influence on scientific investigations, recognise that many scientific models have limitations and are modified as further evidence comes to light and examine how complex models and theories often require a wide range of evidence, which impacts on society and the environment.

### The Year 11 course covers:

- Cause and effect – Observing
- Cause and effect – Inferences and generalisations
- Scientific models
- Theories and Laws

The Year 12 course builds on the Year 11 course and students learn that the experimental method is a dynamic process influenced by initial observations, new evidence, unexpected results or phenomena arising from the investigation, explore the dynamic relationship between science and technology where the continuing advancement of science is dependent on the development of new tools and materials, investigate claims through conducting practical and secondary-sourced investigations and evaluate these based on scientific evidence and explore the impacts of ethical, social, economic and political influences on science and its research.

### The Year 12 course covers:

- Scientific investigations
- Technologies
- Fact of Fallacy
- Science and society

## What else should I know about this course?

Both the Year 11 and the Year 12 course require a depth study to be completed as part of the course. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more

concepts found within or inspired by the syllabus. Practical experiences should occupy a minimum of 35 hours and depth studies a minimum of 30 hours of teaching time in both the Year 11 and 12 course and these will be assessed in practical exams and assignments.

The study of Investigating Science requires students to have a strong background in science in Year 10. It is a demanding subject requiring a solid foundation in this subject and a strong commitment to study.

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

- Understand and critically evaluate basic concepts about the scientific method
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member

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

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.

# 3 NESAS DEVELOPED COURSES

## JAPANESE BEGINNERS

2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	LANGUAGES

Prerequisites: No knowledge of Japanese required  
Exclusions: Japanese Continuers, Japanese Extension, Japanese in Context; students who speak Japanese at home or have studied Japanese for more than 100 hours in Years 7-10. Other eligibility rules apply. Check with your teacher or please find eligibility criteria via this link:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility>.

### What will I be doing in this course?

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 throughout the course are: family life, home and neighbourhood; people, places and communities; education and work; friends, recreation and pastimes; holidays, travel and tourism; future plans and aspirations.

They are studied through two interdependent perspectives, that of their own personal world and that of the Japanese-speaking communities, and they provide contexts in which students develop their communication skills in Japanese. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, relevant to each topic.

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

- Use Japanese language to communicate in a simple manner
- Understand simple spoken and written Japanese
- Understand and appreciate the cultural contexts in which Japanese is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between Japanese and other languages
- Develop cognitive, learning and social skills
- Apply Japanese to work, further study, training or leisure
- Continue my study of Japanese at a tertiary level

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

Australia continues commercial and cultural links with Asia, knowledge of Japanese is extremely valuable. There are many career opportunities where knowledge of Japanese is an advantage, such as public relations, commerce, finance, hospitality, teaching, academic research, marketing, international relations, journalism, media, tourism, real estate, retail and in interpreting and translating.

Importantly, learning a language other than English, assists with cross cultural appreciation and helps build communication and understanding between cultures; it also enhances creativity and facilitates cognitive and intellectual development.

Literacy skills in the student's first language and other languages are greatly promoted by the study of another language. Knowledge of, and ability to function in, another language is becoming increasingly important in our multi-cultural society here in Australia, as well as on the world stage. Japanese has in excess of 120 million native speakers, with whom you could start conversing when you learn their language and culture.

Technology is a fantastic enabler, however online translation remains impersonal and does not make the grade when it comes to building relationships, business or personal. Studying Japanese Beginners is a great way to start your language learning journey.

## JAPANESE CONTINUERS

2 UNITS IN EACH OF YEAR 11 AND 12 AND AN OPTIONAL 1 UNIT YEAR 12 EXTENSION

ATAR A

Type	ATAR	Faculty
BDC	A	LANGUAGES

Prerequisites Stage 5 Japanese or equivalent knowledge is assumed. Candidates should have basic reading and writing skills and be able to understand simple conversation.

Exclusions: Japanese Beginners, Japanese in Context. Other eligibility rules apply. Check with your teacher or please find eligibility criteria via this link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility>

### What will I be doing in this course?

The Year 11 and 12 courses comprise the overarching themes of the individual, Japanese-speaking communities and the changing world, under which are the topics: personal world, daily life, leisure, future plans, travelling in Japan, living in Japan, cultural life, the world of work and current issues.

Students build on previous knowledge and experience to develop their skills in and knowledge of Japanese and Japanese-speaking cultures through tasks associated with a range of multimedia texts and text types, relevant to these topics.

Students will complete assessment tasks in the following four skills: reading and responding, listening and responding, writing in Japanese and speaking in Japanese. Students are eligible for the Continuers course if they:

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

- Use Japanese to communicate with others
- Understand spoken and written Japanese in a range of contexts
- Understand and appreciate the cultural contexts in which Japanese is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between Japanese and/or other languages
- Have cognitive, learning and social skills
- Apply Japanese to work, further study, training or leisure
- Continue my study of Japanese at a tertiary level.

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

As Australia continues commercial and cultural links with Asia, knowledge of Japanese is extremely valuable. There are many career opportunities where knowledge of Japanese is an advantage, such as public relations, commerce, finance, hospitality, teaching, academic research, marketing, international relations, journalism, media, tourism, real estate, retail and in interpreting and translating.

Importantly, learning a language other than English, assists with cross cultural appreciation and helps build communication and understanding between cultures; it also enhances creativity and facilitates cognitive and intellectual development.

Literacy skills in the student's first language and other languages are greatly promoted by the study of another language. Knowledge of, and ability to function in, another language is becoming increasingly important in our multi-cultural society here in Australia, as well as on the world stage. Japanese has in excess of 120 million native speakers, with whom you can converse when you learn their language and culture.

Technology is a fantastic enabler, however online translation remains impersonal and does not make the grade when it comes to building relationships, business or personal. Studying Japanese Continuers is a great way to continue your language learning journey.

### Japanese Extension 1 Unit Year 12 course

The Extension course is available in year 12 for students who have completed Year 11 Japanese Continuers and are currently studying HSC Japanese Continuers. The Extension course allows students to explore bigger, current world issues in the context of three overarching themes and the study of a prescribed text (book or film).

Students will develop their knowledge and understanding of Japanese language and culture through access to a variety of texts related to the themes. Students will build on their ability to analyse texts in Japanese. They will extend their ability to use and appreciate Japanese as they develop their argumentation and creative writing skills.



## LEGAL STUDIES

2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

## MATHEMATICS ADVANCED

2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	HSIE

Type	ATAR	Faculty
BDC	A	MATHS

### What will I be doing in this course?

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 the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

#### The Year 11 course covers:

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

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

#### The Year 12 course covers:

- Crime
- Human rights
- Additional Focus Studies
- Two Focus Studies are chosen from; consumers, family, global environment, indigenous people, shelter, workplace, world order. Key themes incorporated across all topics are: justice, law & society, culture, values and ethics, conflict and cooperation, continuity and change, legal processes and institutions, effectiveness of the legal system.

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

- Use and understand terms used in the legal process
- Recognise legal problems and demonstrate logical reasoning in applying legal principles
- Develop a working knowledge of the Australian legal system
- Understand the evolution of the current legal system
- Evaluate the effectiveness of our legal system.

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

The course is not designed to prepare you for further study in the law but rather prepare you to participate effectively in everyday life. The course is designed to foster intellectual, social and moral development by empowering students to think critically about the role of the law and legal institutions in society. As a consequence of this, legal studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful preparation for further study at Sydney TAFE or university in a range of areas.

### The Year 11 Mathematics Advanced course is designed for students who excelled in the Year 9 and Year 10 Stage 5.3 Mathematics course.

The outcomes and content in the Mathematics Stage 6 syllabus are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and Stage 5.2. The following substrands of Stage 5.3 – Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras' theorem and Single Variable Data Analysis and at least some of the content from the following substrands of Stage 5.3 – Non-Linear Relationships and Properties of Geometrical Figures should have been covered.

Students must be very competent in Stage 5 Algebra as this is an algebra driven course.

### What will I be doing in this course?

Main topics covered

#### The Year 11 course covers:

Working with Functions, Trigonometry and Measure of Angles, Trigonometric Functions and Identities, Introduction to Differentiation, Logarithms and Exponentials, Probability and Discrete Probability Distributions.

#### The Year 12 course covers:

Graphing Techniques, Trigonometric Functions and Graphs, Differential Calculus, Applications of Differentiation, Integral Calculus, Modelling Financial Situations, Descriptive Statistics and Bivariate Data Analysis, Random Variables.

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

- Have confidence in my ability to do algebraic mathematics, demonstrating an independent and positive approach to mathematics
- Develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society
- Use appropriate logic and algebraic problem solving and reasoning skills to analyse and solve a given problem.

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

Band 5 or 6 Year 12 results in Mathematics Advanced provides the minimum basis for entry into university courses requiring mathematics, including courses in science, engineering, computing, economics and business studies.

Students intending to do tertiary studies should check recommendations for specific courses and specific universities.

# 3 NESAS DEVELOPED COURSES

## MATHEMATICS EXTENSION 1 1 UNIT IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	MATHS

The Year 11 Mathematics Extension 1 course is designed for students who excelled in the Year 9 and Year 10 Stage 5.3 Mathematics course. Students must be recommended or demonstrate substantial evidence that they have completed and excelled in that course.

The outcomes and content in the Mathematics Extension 1 Stage 6 course are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands of Polynomials, Logarithms, Functions and Other Graphs and Circle Geometry.

Students must be very competent in Stage 5 Algebra as this is an algebra driven course.

### What will I be doing in this course?

Main topics covered

#### The Year 11 course covers:

Further Work with Functions, Polynomials, Inverse Trigonometric Functions, Further Trigonometric Identities, Rates of Change, Working with Combinatorics.

#### The Year 12 course covers:

Proof by Mathematical Induction, Introduction to Vectors, Trigonometric Equations, Further Calculus Skills, Applications of Calculus, The Binomial Distribution.

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

- Have confidence in my ability to do algebraic mathematics, demonstrating an independent and positive approach to mathematics
- Develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society
- Use appropriate logic and algebraic problem solving and reasoning skills to analyse and solve a given problem.

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

The course is intended to give students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world.

The course is designed for students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering.

## MATHEMATICS EXTENSION 2 1 UNIT IN YEAR 12

ATAR A

Type	ATAR	Faculty
BDC	A	MATHS

**Prerequisites:** Students will be invited to do this course in their Year 12 year after excelling at the Year 11 Mathematics Extension 1 course.

Selection in this course is by teacher recommendation.

Year 12 Extension 2 students must also be doing, or have completed, the Year 12 Mathematics Extension 1 course.

### What will I be doing in this course?

Students will be concurrently studying Mathematics Extension 1 and Mathematics Extension 2.

The main topics to be covered have not yet been finalised by NESAS.

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

- Appreciate the intellectually challenging nature of mathematics and experience success in solving difficult problems
- Approach problems requiring complex and abstract mathematics with a positive, inquiring and self-assured attitude
- Apply complex mathematical techniques to a wide variety of challenging problems
- Have confidence in my ability to do mathematics and enjoy seeing mathematics in the world around me
- Be aware of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society.

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

The Extension 2 course is a recommended minimum basis for further studies in mathematics as a major discipline at university and for the study of mathematics in support of the physical and engineering sciences.

Mathematics Extension 2 is excellent preparation for tertiary study in mathematics or science-based courses.

Students should check recommendations for specific courses.

#### Students who undertake 3 units of Mathematics in Year 12

Students study Mathematics Advanced (2 units) and Mathematics Extension 1 (1 unit), a total of 3 units awarded towards ATAR. Students will sit HSC exams for Mathematics and Mathematics Extension 1.

#### Students who undertake 4 units of Mathematics in Year 12

Students study Mathematics Extension 1, Mathematics Extension 2 and must continue to complete the Mathematics Advanced course. However, these students will not sit the Mathematics Advanced exam in the HSC. They will sit exams for Mathematics Extension 1 and Mathematics Extension 2 only. In terms of units awarded towards an ATAR – Mathematics Extension 1 will be worth 2 units and Mathematics Extension 2 will be worth 2 units (No mark is given for Mathematics Advanced).



**MATHEMATICS STANDARD**  
2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	MATHS

**Mathematics Standard is designed for students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide.**

For students who intend to study the Year 11 Mathematics Standard course, the assumption is that they will have engaged with all substrands of Stage 5.1 and with the following substrands of Stage 5.2 – Financial Mathematics, Linear Relationships, Non-Linear Relationships, Area and Surface Area, Volume, Right-Angled Triangles (Trigonometry) and Single Variable Data Analysis, and at least some of the content from the following 5.2 substrands – Equations and Probability.

### What will I be doing in this course?

Main topics covered

#### The Year 11 course covers:

Formulae and Equations, Linear Relationships, Applications of Measurement, Working with Time, Money Matters, Data Analysis, Relative Frequency and Probability.

#### The Year 12 course covers:

Types of Relationships, Non-right-angled Trigonometry, Rates and Ratios, Investments and Loans, Annuities, Bivariate Data Analysis, the Normal Distribution, Network Concepts, Critical Path Analysis.

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

The Mathematics Standard Course is focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent Year 12 subjects.

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

The Year 12 Mathematics Standard course provides a foundation for a broad range of vocational pathways. It provides a foundation for students entering the workforce and/or undertaking further training, and for university courses in some humanities, nursing and paramedical sciences.



**MODERN HISTORY**  
2 UNITS IN EACH OF YEAR 11 AND 12 AND  
AN OPTIONAL 1 UNIT YEAR 12 EXTENSION

ATAR A

Type	ATAR	Faculty
BDC	A	HSIE

### What will I be doing in this course?

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

The Year 11 course covers:

The course comprises three sections. Students are required to study all three sections of the course.

- Investigating Modern History
- The Nature of Modern History
- Case Studies  
(Each case study should be a minimum of 10 indicative hours)
- Historical Investigation
- The Shaping of the Modern World

The Year 12 course covers:

- Core Study: Power and Authority in the Modern World 1919–1946
- National Studies
- Peace and Conflict
- Change in the Modern World

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

- Use historical terms and concepts
- Identify different interpretations of the past
- Discuss key individuals, significant events, groups and ideas in different nineteenth and twentieth century historical investigations
- Gather evidence from a range of primary and secondary sources in response to specific questions about the modern world
- Use available information technology, such as available ICT, to conduct research
- Analyse and evaluate information from a variety of sources
- Communicate clearly about historical events, both orally and in various written forms
- Present the findings of their research and investigations as a member of a group and as an individual
- Appreciate the contribution of historical studies to an understanding of the modern world.

# 3 NESAS DEVELOPED COURSES

MUSIC 1  
2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	CAPA

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

Skills developed from a study of Modern History are useful in a range of courses studied at university and TAFE NSW as well as in the professional and commercial world. They are especially applicable to law, teaching, medicine, communications, social work and journalism. A high level of achievement in Modern History is a good indicator of success at tertiary level in a wide range of courses.



Prerequisites: Music mandatory course (or equivalent). Elective Music in Year 10 is not required. However, the ability to sing or play an instrument is necessary.

Base level: refers to able to play their instrument aptly.

Exclusions: Music 2

## What will I be doing in this course?

In the Year 11 and 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. Students study three topics in each year of the course. Topics are chosen from a list of 21 topics which cover a range of styles, periods and genres.

In the Year 12 course, in addition to core studies in performance, composition, musicology and aural, students use the 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 or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESAs to validate authorship of the submitted work.

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

- Perform at a high level of musicality and technique on their chosen instrument
- Analyse and compare the different styles of contemporary and classical music
- Compose a piece in a variety of contemporary styles.
- Demonstrate an understanding of the historic development of contemporary music from jazz to modern pop.

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

Music 1 provides many of the skills required in the diverse fields of the music industry. Students may progress into music courses at TAFE NSW or university with a good foundation of knowledge and practical skills. Music also provides knowledge and skills to enhance enjoyment of everyday life.

Students are able to apply for B.MUS at UNSW or UWS upon auditioning.



**MUSIC 2**  
2 UNITS IN EACH OF YEAR 11 AND 12 AND  
AN OPTIONAL 1 UNIT YEAR 12 EXTENSION

ATARA

Type	ATAR	Faculty
BDC	A	CAPA

Prerequisites: Able to read music. Music Elective in Year 10 or equivalent i.e. Grade 5 minimum AMEB plus Grade 3 musicianship or theory. Outside tuition is very strongly advised.

Exclusions: Music 1

### What will I be doing in this course?

In the Year 11 and 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. Students study the Mandatory Topic, Music 1600-1900, in the Year 11 year, and the Mandatory Topic, Music of the Last 25 Years (Australian focus), in the Year 12 year. In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology.

Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESAs to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

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

- Perform at a high level of musicality on their chosen instrument
- Analyse the compositional techniques used in a variety of styles, in particular Art Music
- Compose a work in one of the styles found in music of the last 25 years
- Demonstrate an understanding of the historic development of music from the baroque period to music of present day
- Discuss, with references to a variety of major composers, the development of music in a culture and historic context
- Identify musical directions from scores.

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

Music 2 provides skills required in the diverse fields of the music industry. This course is designed for the academic music student who intends to progress into tertiary music courses at university with a strong foundation of knowledge, analytical and practical skills.



**PERSONAL DEVELOPMENT HEALTH AND  
PHYSICAL EDUCATION (PDHPE)**  
2 UNITS IN EACH OF YEAR 11 AND 12

ATARA

Type	ATAR	Faculty
BDC	A	PDHPE

### What will I be doing in this course?

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options.

#### Core topics:

- Better Health for Individuals
- The Body in Motion

#### Options (two choices)

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

In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional studies from a range of choices.

#### Core topics

- Health Priorities in Australia
- Factors Affecting Performance

#### Options (two choices)

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

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

Through the study of PDHPE, students will develop:

- Values and attitudes that promote healthy and active lifestyles and communities.
- Knowledge and understanding of the factors that affect health.
- A capacity to exercise influence over personal and community health outcomes.
- Knowledge and understanding about the way the body moves.
- An ability to take action to improve participation and performance in physical activity.
- An ability to apply the skills of critical thinking, research and analysis.

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

This course would be of particular benefit to anyone wishing to take up a career in the sports sciences, paramedical, nursing, and coaching or physical education teaching.

# 3 NESAS DEVELOPED COURSES

## PHYSICS

2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type ATAR Faculty

BDC A SCIENCE

### What will I be doing in this course?

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.

In the Year 11 course students come to understand that scientific knowledge enables scientists to offer valid explanations and make reliable predictions, particularly in regard to the motion of an object, that the rates of change of displacement, velocity and energy are of particular significance, further their understanding of the properties of waves and examine how the analysis of electrical circuits' behaviour and the transfer and conversion of energy in electrical circuits has led to a variety of technological applications.

#### The Year 11 course covers:

- Kinematics
- Dynamics
- Waves and thermodynamics
- Electricity and magnetism

The Year 12 course builds on the Year 11 course and as such develop an understanding that all forms of complex motion can be understood by analysing the forces acting on a system, discover the interactions that take place between charged particles and electric and magnetic fields, explore the developed theories and models about mechanics, electricity and magnetism and the nature of matter and appreciate that the fundamental particle model is forever being updated and that our understanding of the nature of matter remains incomplete.

#### The Year 12 course covers:

- Advanced mechanics
- Electromagnetism
- The nature of light
- From the universe to the atom

### What else should I know about the course?

Both the Year 11 and the Year 12 course require a depth study to be completed as part of the course. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.

Practical experiences should occupy a minimum of 35 hours and depth studies a minimum of 15 hours of teaching time in both the Year 11 and 12 course and these will be assessed in practical exams and assignments.

The study of Physics requires students to have a strong background in science and mathematics in Year 10. It is a demanding subject requiring a solid foundation in these subjects and a strong commitment to study. It is advised that students also undertake Mathematics as one of their subjects to compliment this course

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

- Understand and critically appraise basic concepts of modern physics
- Apply experimental skills in observation, manipulation, measurement, and experimental design
- Use computers and data loggers to access information
- Appropriately use terminology and reporting styles to communicate information
- Work effectively as an individual and as a team member

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

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.

## SCIENCE EXTENSION

1 UNIT IN YEAR 12

ATAR A

Type ATAR Faculty

BDC A SCIENCE

### What will I be doing in this course?

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

## SOCIETY AND CULTURE

### 2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	HSIE

### What will I be doing in this course?

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

#### The Year 11 course covers:

- The Social and Cultural World - the interaction between aspects of society and cultures
- Personal and Social Identity - socialisation and coming of age in a variety of social and cultural settings
- Intercultural Communication - how people in different cultures interact and communicate.

#### The Year 12 course covers:

The core is:

- Social and Cultural Continuity and Change - research and study of the nature, continuity and change of a selected country, nature and rate of social change
- The Personal Interest Project - an individual research project and depth studies

Depth studies, two to be chosen from:

- Popular Culture - The interaction between popular culture, society and the individual
- Belief systems and ideologies. - the relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion - the nature of social inclusion and exclusion and the implications for individual and groups in societies and cultures
- Social Conformity and Nonconformity - the formation of, and influences on, attitudes and behaviours of groups and their members, including factors influencing conformity, and the role of, and responses to, nonconformity.

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

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

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

Society and Culture prepares students for immediate transition to work or tertiary study. Students learn to analyse issues, to write reports, to work in teams, to conduct individual research, to communicate with a variety of people in many ways and to understand their place in the global community. The course is relevant for students now and in their futures. Society and Culture would be particularly valuable to students who wish to undertake further study in the humanities, social sciences, behavioural sciences, communication, business and law, but would provide useful skills for any university or TAFE.

### What else do I need to know about the course?

This subject involves a Major Project (Personal Interest Project). This represents 40% of the final Year 12 Mark

## SOFTWARE ENGINEERING

### 2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	TAS

### What will I be doing in this course?

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. Students perform project which enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

#### The Year 11 course covers:

- Programming Fundamentals
- The Object-Oriented Paradigm
- Programming Mechatronics

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills



# 3 NESAS DEVELOPED COURSES

## The Year 12 course covers:

- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

This course is suited to students who have an interest in programming and some ability to solve problems through analysis and design. Students in this course must have access to a computer and the Internet for extended periods of time outside classroom periods.

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

- Develop the capacity to think creatively to develop and program software solutions
- Develop an ability to apply knowledge, understanding and thinking skills to develop and communicate solutions to real-world problems

## What else do I need to know about the course?

- The Software Engineering Course Specifications are an integral part of the course content for Year 11 and Year 12 and indicate the depth of study required for some concepts in the Software Engineering 11-12 Syllabus. The Software Engineering 11-12 Syllabus must be applied in conjunction with the Software Engineering Course Specifications.

## TEXTILES AND DESIGN

2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	TAS

## What will I be doing in this course?

The Year 11 course involves the study of design, communication techniques, construction techniques, innovations, fibres, yarns, fabrics and the Australian textile Clothing Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing throughout the content areas and includes the completion of two Year 11 textile projects.

## The Year 11 course covers:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI).

The Year 12 course builds upon the Year 11 course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the market place. The course integrates the development of a Major Textiles Project that allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Year 11 course.

## The Year 12 course covers:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI).
- Major Textiles Project.

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

- Know about and understand the functional and aesthetic requirements of textiles for a range of applications
- Have practical skills in design and manipulation of textiles through the use of appropriate technologies
- Apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items.
- Have skills in experimentation
- Know about and understand the Australian Textiles, Clothing, Footwear and Allied Industries
- Appreciate the significance of textiles in society.

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

The skills and knowledge acquired are useful for a career in the fashion industry, theatrical design, the textile industry, teaching, fibre and fabric research, craft work in textiles, interior design, advertising, marketing, commercial fabric buying and creative textile works.

## SPANISH BEGINNERS

2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	LANGUAGES

Prerequisites: No knowledge of Spanish required.

Exclusions: Spanish Continuers, Spanish Extension; students who speak Spanish at home or have studied Spanish for more than 100 hours in Years 7-10. Other eligibility rules apply to the study of this subject. Check with your teacher or please find eligibility criteria via this link:

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

## What will I be doing in this course?

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 Spanish. Topics studied throughout the course are: family life, home and neighbourhood; people, places and communities; education and work; friends, recreation and pastimes; holidays, travel and tourism; future plans and aspirations.

They are studied through two interdependent perspectives, that of their own personal world and that of the Spanish-speaking communities, and they provide contexts in which students develop their communication skills in Spanish. Students' skills in, and knowledge of Spanish will be developed through tasks associated with a range of texts and text types, relevant to each topic.

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

- Use Spanish to communicate with others in a simple manner
- Understand simple spoken and written Spanish
- Understand and appreciate the cultural contexts in which Spanish is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between Spanish and other languages
- Develop cognitive, learning and social skills
- Apply Spanish to work, further study, training or leisure
- Continue my study of Spanish at a tertiary level
- 

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

The study of Spanish provides students with opportunities for continued learning and for future employment and experience, both within Australia and internationally, in areas such as public relations, commerce, hospitality, education, scientific research, marketing, international relations, journalism, media, tourism and in interpreting and translating.

Further to this, the study of a language helps students to move between cultures and experience, value and embrace diversity of culture. Learning a language enhances creativity and facilitates cognitive and intellectual development.

Literacy skills in the student's first language and other languages are enhanced by the study of another language. There are about 560 million Spanish speakers globally, so the connections to be made are many, varied and exciting.

Knowledge of, and ability to function in, another language is becoming increasingly important in our multi-cultural society here in Australia, as well as on the world stage.

Technology is a fantastic enabler, however online translation remains impersonal and does not make the grade when it comes to building relationships, business or personal. Studying Spanish Beginners is a great way to start your language learning journey.

<b>VISUAL ARTS</b>			<b>ATAR A</b>
2 UNITS IN EACH OF YEAR 11 AND 12			
Type	ATAR	Faculty	
BDC	A	CAPA	

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.

Stage 5 Visual Arts is recommended.

## What will I be doing in this course?

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the Year 12 course. Students critically and historically investigate artworks, critics, historians and artists. While the course builds on Visual Arts courses in Stages 4 and 5, the Year 11 course is broadly focused. Students will study artworks in at least two expressive forms and use a process diary. They will also undertake a broad investigation of ideas in artmaking, art criticism and art history.

Their 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 art world
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view.
- How students develop meaning, focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

The Year 12 course provides for deeper and more complex investigations. It requires the development of a body of work and use of a process diary. It includes a minimum of five Case Studies, (4-10 hours each), and deeper and more complex investigations in artmaking, art criticism and art history.

## Component Weightings

Artmaking	50%
Art Criticism and Art History	50%

The 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, art works, 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.

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

- Present a body of artwork that shows creativity and strength in its ideas and representation of subject matter
- Use art materials with confidence, sensitivity and technical competence
- Initiate an artmaking process that is sustained and reflective
- Identify my own approach to artmaking
- Write about artworks, artists and art styles in art history from different perspectives
- Describe how the relationship between the artist, artwork, the audience and the world creates meaning in art.

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

In Visual Arts you will develop skills and qualities that are relevant to many situations in the workplace and in further study. This course encourages you to become a critical consumer of contemporary visual culture in a world that is dominated by visual images. You will develop the confidence to express your individuality and acquire the skills to express these in a creative way. The course encourages tolerance and empathy for different values and beliefs as you explore ideas that are important to you. Your participation in Visual Arts will also strengthen your problem-solving and thinking skills especially in the area of visual communication. This course is recommended background for many university and TAFE courses in



**TAFE**NSW

# VOCATIONAL EDUCATION AND TRAINING (VET) COURSES





# 3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES



Education

## PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING

### School Delivered Vocational Education and Training (VET) Courses

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

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

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

#### Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:


#### Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.


#### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.


# 3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

		<b>2024 Business Services Course Descriptor</b> <b>BSB30120 Certificate III in Business</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>	
<small>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</small>			
<b>Course: Business Services</b> Board Developed Course (240 hour)		<b>2 or 4 Preliminary and/or HSC units in total</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business <a href="https://training.gov.au/training/details/bsb30120">https://training.gov.au/training/details/bsb30120</a> . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.			
<b>Business Services Training Package (BSB 8.0) Units of Competency</b>			
<b>Core</b> BSBCRT311 Apply critical thinking skills in a team environment BSBPEF201 Support personal wellbeing in the workplace BSBSUS211 Participate in sustainable work practices BSBTWK301 Use inclusive work practices BSBWHS311 Assist with maintaining workplace safety BSBXCM301 Engage in workplace communication <b>Elective</b> BSBTEC303 Create electronic presentation		<b>Elective</b> BSBTEC202 Use digital technologies to communicate in the work environment BSBOPS201 Work effectively in business environments BSBOPS301 Maintain business resources BSBINS302 Organise workplace information BSBTEC301 Design and produce business documents BSBTEC201 Use business software applications BSBPEF301 Organise personal work priorities	
<b>Students may apply for Recognition of Prior Learning (RPL) and for credit transfer before delivery, provided suitable evidence is submitted.</b>			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
<ul style="list-style-type: none"> <li>working within the business services industry involves customer (client) service</li> <li>using technology to organise information</li> </ul>		<ul style="list-style-type: none"> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul>	
<b>Examples of occupations in the business services industry:</b> <ul style="list-style-type: none"> <li>medical administration</li> <li>clerical worker</li> <li>office administration</li> <li>receptionist</li> <li>information desk operator</li> <li>records and information administration</li> </ul>			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. <b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines			
<b>Course Cost: Preliminary - \$xxxx HSC - \$xxxx</b> <b>School Specific equipment and associated requirements for students</b>		<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2024 Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.16 <small>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</small>			


# 3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

 <b>Education</b>		<b>2024 Construction Course Descriptor</b> <b>CPC20220 Certificate II in Construction Pathways (Release 6) &amp; CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3)</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>			
<b>Course: Construction</b> Board Developed Course (240 hour)		<b>2 or 4 Preliminary and/or HSC units in total</b> Industry Curriculum Framework (ICF) - Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) <a href="https://training.gov.au/Training/Details/CPC20220">https://training.gov.au/Training/Details/CPC20220</a> & <a href="https://training.gov.au/Training/Details/CPC20120">https://training.gov.au/Training/Details/CPC20120</a> . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.			
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.			
<b>Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency</b>			
<b>Core Units</b> CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCOM1013 Plan and organise work CPCCVE1011 Undertake a basic construction project CPCCOM1015 Carry out measurement and calculations		<b>Elective Units</b> CPCCCM1011 Undertake basic estimation and costing CPCCOM2001 Read and interpret plans and specifications CPCCCA2002 Use carpentry tools and equipment CPCCCA2011 Handle carpentry materials CPCCCM2005 Use construction tools and equipment CPCCWHS1001 Prepare to work safely in the construction industry	
<b>Delete two options not delivered before use and delete this row</b>			
<b>Option 1</b>	CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	
<b>Option 2</b>	CPCCWF2002 CPCCCM2013	Use wall and floor tiling equipment Undertake basic installation of wall tiles	
<b>Option 3</b>	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	
<b>White Card</b> CPCCWHS1001 - Prepare to work safely in the construction industry. <b>The General Construction Induction Training (White Card) will be delivered as part of this course.</b>		Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. <b>Online courses are NOT recognised by the Department of Education.</b>	
<b>Students may apply for Recognition of Prior Learning (RPL) and for credit transfer before delivery, provided suitable evidence is submitted.</b>			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.		This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.	
<b>Examples of occupations in the construction industry:</b> This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
<b>External Assessment</b> The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
<b>Course Cost: Preliminary - \$xxxxx HSC - \$xxxxx</b> <b>School Specific equipment and associated requirements for students</b>		<b>Refunds</b> - Refund arrangements are on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			


# 3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

 <b>Education</b>		<b>2024 Entertainment Industry Course Descriptor</b> <b>Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services OR</b> <b>CUA30420 Certificate III in Live Production and Technical Services</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>			
Course: Entertainment Industry Board Developed Course (240 hour) (Statement of Attainment course) Or (300 hour) 240 hour + 60 specialisation study (Certificate III in Live Production and Technical Services (delete if not delivering))		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) - Australian Tertiary Admission Rank (ATAR) eligible course <b>2, 4 or 5 Preliminary and/or HSC units in total (delete if not delivering)</b>	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <a href="https://training.gov.au/Training/Details/CUA30420">https://training.gov.au/Training/Details/CUA30420</a> . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an entertainment environment and be able to use a personal digital device including a personal computer or laptop.			
<b>Creative Arts and Culture Training Package (CUA 6.0) Units of Competency</b>			
<b>Core</b> CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry.		<b>Elective</b> CUASOU331 Undertake live audio operations SITXCCS006 Provide service to customers <b>*Additional units required for 60-hour specialisation study (SS)– Contact the RTO if delivering. Delete if not delivering SS</b>	
<b>Elective</b> CPCCWHS1001 Prepare to work safely in the construction industry CUASOU306 Operate sound and reinforcement systems CUAWHS312 Apply work health and safety practices CUALGT311 Operate basic lighting CUASTA311 Assist with production for live performances CUAVSS312 Operate vision systems CUASMT311 Work effectively backstage during performances CUASTA212 Assist with bump in bump out of shows		<b>Core</b> CUAPPR314 Participate in collaborative creative projects BSBPEF301 Organise personal work priorities <b>Elective</b> CUALGT314 Install and Operate follow spots <b>Optional Unit</b> HLTAID011 Provide First Aid	
Students may apply for Recognition of Prior Learning (RPL) and/or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
Working within the Live production and Technical Services Industry involves: <ul style="list-style-type: none"> <li>Technical production</li> <li>customer (client) service</li> </ul>		<ul style="list-style-type: none"> <li>teamwork</li> <li>using digital technologies</li> <li>creating documents</li> </ul>	
<b>Examples of occupations in the Live Production and Technical Services Industry:</b>			
<ul style="list-style-type: none"> <li>Front of House Assistant</li> <li>Technical Assistant (Productions)</li> <li>Special Effects Assistant</li> <li>Assistant Sound Technician</li> </ul>	<ul style="list-style-type: none"> <li>Follow Spot Operator</li> <li>Runner</li> <li>Props Assistant</li> <li>Technical Production Assistant</li> </ul>	<ul style="list-style-type: none"> <li>Sound Assistant</li> <li>Assistant Scenic Artist</li> <li>Stagehand</li> <li>Lighting</li> </ul>	<ul style="list-style-type: none"> <li>Audio and Staging Assistant</li> <li>Production Crew</li> <li>Stage Door Attendant</li> <li>Lighting Systems Technician</li> </ul>
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. The HSC specialisation study includes an additional 60 hours of course work.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
<b>Course Cost: Preliminary - \$xxxx HSC - \$xxxx</b> <b>School Specific equipment and associate requirements for students</b>		<b>Refunds</b> Refund Arrangements on a pro-rata basis. Refer to your school refund policy.	
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2024 Course Descriptor CUA30420 Statement of Attainment towards Certificate III in Live Production and Technical Services OR Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support.</i>			


# 3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

 <b>Education</b>	<b>2024 Hospitality Course Descriptor</b> <b>SIT20322 Certificate II in Hospitality – Release 1</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>		
<b>Course: Hospitality</b> Board Developed Course (240 hour)	<b>2 or 4 Preliminary and/or HSC units in total</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 <a href="https://training.gov.au/training/details/SIT20322">https://training.gov.au/training/details/SIT20322</a> You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.		
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.		
<b>Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency</b>		
<b>Core</b> BSBTWK201 Work effectively with others SITHIND007 Use hospitality skills effectively SITHIND006 Source and use information on the hospitality industry SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXCCS011 Interact with customers	<b>Elective</b> SITXFSA005 Use hygienic practices for food safety SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHFAB027 Serve food and beverages	
<b>Students may apply for Recognition of Prior Learning (RPL) and for credit transfer before delivery, provided suitable evidence is submitted.</b>		
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>		
<ul style="list-style-type: none"> <li>Working within the hospitality industry involves</li> <li>organising information and records in both paper and electronic forms</li> <li>customer (client) service</li> </ul>	<ul style="list-style-type: none"> <li>teamwork</li> <li>using technologies</li> <li>creating documents</li> </ul>	
<b>Examples of occupations in the hospitality industry:</b>		
<ul style="list-style-type: none"> <li>Café Attendant</li> <li>Waiter/Waitress</li> </ul>	<ul style="list-style-type: none"> <li>Catering Assistant</li> <li>Barista</li> </ul>	<ul style="list-style-type: none"> <li>Food and Beverage Attendant</li> <li>Bartender</li> </ul>
<b>Mandatory HSC Course Requirements</b>		
Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.		
<b>External Assessment (optional HSC examination for ATAR purposes)</b>		
The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
<b>Competency-Based Assessment</b>		
In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.		
<b>Appeals and Complaints</b>		
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
<b>Course Cost: Preliminary - \$xxxx HSC - \$xxxx</b> <b>School Specific equipment and associated requirements for students</b>	<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>		
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>		
2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.3 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support		


# 3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

 <b>Education</b>		<b>2024 Cookery Course Descriptor</b> <b>SIT20421 Certificate II in Cookery – Release 1</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>			
<b>Course: Hospitality</b> Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) <a href="https://training.gov.au/Training/Details/SIT20421">https://training.gov.au/Training/Details/SIT20421</a> . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.			
<b>Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency</b>			
<b>Core</b>		<b>Elective</b>	
SITXFSA005	Use hygienic practices for food safety	SITXFSA006	Participate in safe food handling practices
SITXWH005	Participate in safe work practices	SITHCCC025	Prepare and present sandwiches
SITHCCC023	Use food preparation equipment	SITHCCC024	Prepare and present simple dishes
SITHCCC027	Prepare dishes using basic methods of cookery	SITHCCC026	Packaged prepared foodstuffs
SITHCCC034	Work effectively in a commercial kitchen	SITXCOM007	Show social and cultural sensitivity
SITHKOP009	Clean kitchen premises and equipment	SITXCCS011	Interact with customers
SITXINV006	Receive, store and maintain stock		
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
Working within the hospitality industry involves <ul style="list-style-type: none"> <li>organising information and records in both paper and electronic forms</li> <li>customer (client) service</li> </ul>		<ul style="list-style-type: none"> <li>teamwork</li> <li>using technologies</li> <li>creating documents</li> </ul>	
<b>Examples of occupations in the hospitality (kitchen operations) industry:</b> <ul style="list-style-type: none"> <li>breakfast cook</li> <li>catering assistant</li> <li>fast food cook</li> <li>sandwich hand</li> <li>take-away cook</li> <li>function cook</li> </ul>			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
<b>Course Cost: Preliminary - \$0000 HSC - \$0000</b> <b>School Specific equipment and associate requirements for students</b>		<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2024 Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support.</i>			

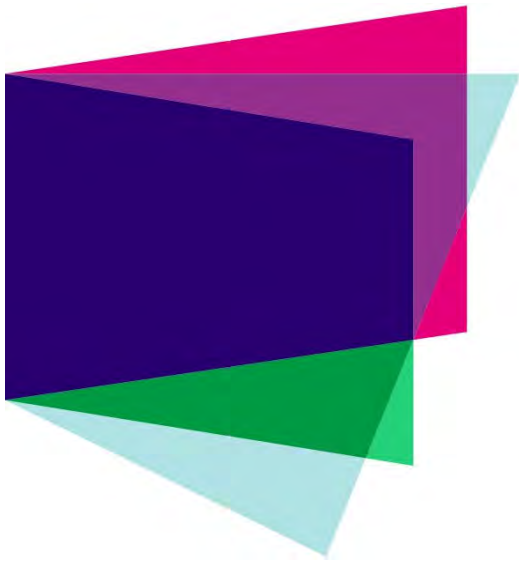
# 3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

 <p><b>Education</b></p>	<p align="center"><b>2024 Information and Digital Technology Course Descriptor</b>  <b>ICT30120 Certificate III in Information Technology</b>  <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b></p>																										
<p><i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i></p>																											
<p>Course: <b>Information and Digital Technology</b> Board Developed Course (240 hour)</p>	<p><b>2 or 4 Preliminary and/or HSC units in total</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course</p>																										
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology <a href="https://training.gov.au/Training/Details/ICT30120">https://training.gov.au/Training/Details/ICT30120</a>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>																											
<p><b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an information technology environment and be able to use a personal digital device including a personal computer or laptop.</p>																											
<p><b>Units of Competency</b></p>																											
<p><b>Core</b></p> <table border="0"> <tr> <td>BSBCRT301</td> <td>Develop and extend critical and creative thinking skills</td> </tr> <tr> <td>BSBXCS303</td> <td>Securely manage personally identifiable information and workplace information</td> </tr> <tr> <td>BSBXTW301</td> <td>Work in a team</td> </tr> <tr> <td>ICTICT313</td> <td>Identify IP, ethics and privacy policies in ICT environments</td> </tr> <tr> <td>ICTPRG302</td> <td>Apply introductory programming techniques</td> </tr> <tr> <td>ICTSAS305</td> <td>Provide ICT advice to clients</td> </tr> </table>	BSBCRT301	Develop and extend critical and creative thinking skills	BSBXCS303	Securely manage personally identifiable information and workplace information	BSBXTW301	Work in a team	ICTICT313	Identify IP, ethics and privacy policies in ICT environments	ICTPRG302	Apply introductory programming techniques	ICTSAS305	Provide ICT advice to clients	<p><b>Elective</b></p> <table border="0"> <tr> <td>BSBWHS311</td> <td>Assist with maintaining workplace safety</td> </tr> <tr> <td>ICTICT214</td> <td>Operate application software packages</td> </tr> <tr> <td>ICTSAS308</td> <td>Run standard diagnostic tests</td> </tr> <tr> <td>ICTWEB304</td> <td>Build simple web pages</td> </tr> <tr> <td>ICTWEB305</td> <td>Produce digital images for the web</td> </tr> <tr> <td colspan="2"><b>Optional unit to receive the full qualification.</b></td> </tr> <tr> <td>ICTWEB306</td> <td>Develop web presence using social media</td> </tr> </table>	BSBWHS311	Assist with maintaining workplace safety	ICTICT214	Operate application software packages	ICTSAS308	Run standard diagnostic tests	ICTWEB304	Build simple web pages	ICTWEB305	Produce digital images for the web	<b>Optional unit to receive the full qualification.</b>		ICTWEB306	Develop web presence using social media
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<p><b>Pathways to Industry - Skills gained in this course transfer to other occupations</b></p>																											
<ul style="list-style-type: none"> <li>using technology to organise information</li> <li>creativity</li> <li>programming techniques</li> </ul>	<ul style="list-style-type: none"> <li>critical thinking</li> <li>problem solving</li> <li>team work</li> </ul>																										
<p><b>Examples of occupations in the Information Technology industry</b></p>																											
<ul style="list-style-type: none"> <li>Analyst programmer</li> <li>Web Developer</li> </ul>	<ul style="list-style-type: none"> <li>IT Manager</li> <li>Network professional</li> </ul>	<ul style="list-style-type: none"> <li>Motion Graphics Designer</li> <li>Systems Analyst</li> </ul>																									
<p><b>Mandatory HSC Course Requirements</b></p>																											
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<p>2024 Course Descriptor ICT30120 Certificate III in Information Technology RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.10 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i></p>																											

# 3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

		<b>2024 Sport Coaching Course Descriptor</b> <b>SIS30521 Certificate III in Sport Coaching</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>			
<b>Course: Sport Coaching</b> Board Endorsed Course (240 hour)		<b>2 or 4 Preliminary and/or HSC units in total</b> Does not contribute towards the Australian Tertiary Admission Rank (ATAR)	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching <a href="https://training.gov.au/Training/Details/SIS30521">https://training.gov.au/Training/Details/SIS30521</a> . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a sport coaching environment and be able to use a personal digital device including a personal computer or laptop.			
<b>Sport, Fitness and Recreation Training Package (SIS 5.2) Units of Competency</b>			
<b>Core</b> HLTWHS001 Participate in workplace health and safety SISSSCO002 Work in a community coaching role SISSSCO005 Continuously improve coaching skills and knowledge HLTAID011 Provide first aid SISSSCO003 Meet participant coaching needs BSBPOS403 Apply business risk management processes		<b>Elective</b> SISSSCO012 Coach sport participants up to an intermediate level SISXIND006 Conduct sport, fitness and recreation event SISXCAI009 Instruct strength and conditioning techniques SISSSOF002 Continuously improve officiating skills and knowledge SISXDIS001 Facilitate inclusion for people with a disability  <b>Trainer to delete the units of competency above that will not be delivered as an elective in cluster 3 to be delivered.</b> Refer to the Training and Assessment Strategy (TAS) for the qualification packaging rules.	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
Working within the sport coaching industry <ul style="list-style-type: none"> <li>possess a range of well-developed skills where discretion and judgement are required</li> </ul>		<ul style="list-style-type: none"> <li>teamwork and communication</li> <li>applying skills and knowledge to coach participants to an intermediate level in a specific sport</li> </ul>	
<b>Examples of occupations in the Sport Coaching Industry</b> This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
<b>External Assessment</b> There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.			
<b>Competency-Based Assessment</b> In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
<b>Course Cost: Preliminary - \$xxxx HSC - \$xxxx</b> <b>School Specific equipment and associate requirements for students</b>		<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2024 Course Descriptor SIS30521 Certificate III in Sport Coaching RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>			





**NSW**  
**EDUCATION**  
**STANDARDS**  
**AUTHORITY**

**NESA ENDORSED COURSES**

# 3 NESAS ENDORSED COURSES

## COMPUTING STUDIES

2 UNITS IN EACH OF YEAR 11 AND

ATAR NO

Type	ATAR	Faculty
BEC	NO	TAS

Exclusions: NESAS developed Courses - Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.

### What will be doing in this course?

This course is a hands-on skills-based course aimed at developing student skills in the use of computer technology through practical experience in a range of application software.

#### The Year 11 and 12 covers:

- Hardware and software skills
- Graphics
- Spreadsheets/ Databases
- Desktop Publishing
- Communications
- Multimedia.

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

- Develop knowledge and understanding of the role of computing in completing tasks
- Confidently uses computer for a range of tasks
- Be aware of the safety procedures and practices to be implemented when working with computers
- Have a commitment to quality in all aspects of work organisation
- Evaluate and discriminate to use of technology to accomplish a defined task.

### What else do I need to know about this course?

This course can be counted as a Year 11 or Year 12 course. It can be counted towards the Year 12 and appear on the Record of Achievement. It does not count in the calculation of the ATAR.

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

- Students will develop skills to help understand, use and interact with a range of computer software and related terminology.
- Develop knowledge and understanding of the development of computer-based systems, their operations and functions.
- Be able to use skill in demonstrating the methods, processes and application of project management techniques to solve problems in a range of contexts.
- Show knowledge and understanding of the ethics of current and emerging computer-based technologies and their effects on society.
- Be able to critically evaluate the appropriateness of computer software in a variety of contexts.

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

This course is designed to give those who have had little practical experience in using computers exposure to technology skills. Practical experience enables students to gain the competencies required for future accreditation in the technology industry.

## MARINE STUDIES

2 UNITS IN EACH OF YEAR 11 AND 12

ATAR NO

Type	ATAR	Faculty
BEC	NO	SCIENCE

### What will I be doing in this course?

Students will learn that the oceans cover more than 70 percent of the Earth's surface and influence all forms of life on this planet. They will learn that oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste. This course will enable students to develop an understanding of the need for wise management practices due to the conflicting demands of life in the 21st century. Marine studies provide an opportunity for students to view the issues associated with the marine environment and to view these issues in a comprehensive and global perspective.

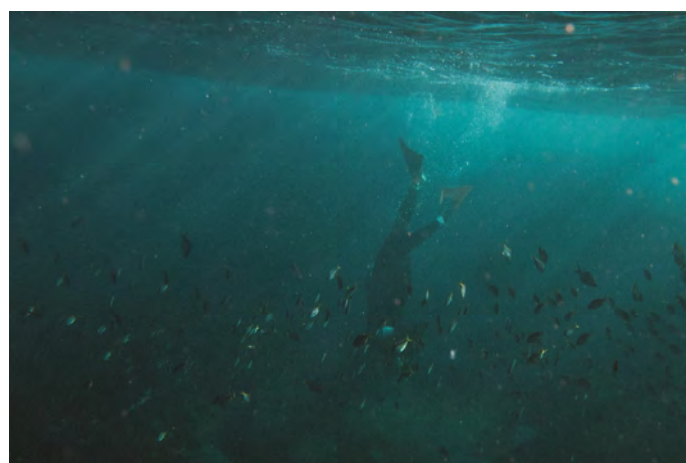
### How will this course help me in the future?

Students selecting this course should be interested in the coastal and waterways environments and the associated leisure activities.

The course provides an opportunity for students to develop skills in safe practices in a marine context and would be particularly useful for students who intend to undertake courses at university and TAFE in the marine science, engineering and design study areas.

### What else do I need to know about this course?

This course can be counted towards a Year 12 and appears on the Record of Achievement. It does not count in the calculation of the ATAR.



## 3 NESAS ENDORSED COURSES

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING  
2 UNITS IN EACH OF YEAR 11 AND 12

ATARNO

Type	ATAR	Faculty
BEC	NO	CAPA

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.

### What will I be doing in this course?

Photography offers students the opportunity to explore contemporary art practice through both analogue (Film Photography) and digital video imaging. This area of study resonates within students' experience and understanding of the world and it is highly relevant in investigating and interpreting ideas about the past and the fast change of the present.

Students will develop knowledge, valuable skills and understanding in the making of photographs and value the power of the image in critical and historical studies.

Their study will enhance their technical proficiency and conceptual knowledge of Photography, Video and Digital Imaging.

Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts. An Occupational Health, and Safety Module is mandatory.

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

- Develop basic skills to use a film 35mm S LR camera and to work independently in the darkroom
- Manipulate the photographic black and white process
- Record and edit video
- Manipulate images using Photoshop.
- Use tools, equipment and materials from the photography industry safely and competently
- Have expertise to a highly advanced level of technical skill and creative expression.

### What else do I need to know about this course?

- Students are required to keep a diary throughout the course
- This course can be counted towards the Year 12 and appears on the Record of Achievement. It does not count in the calculation of the ATAR
- A material fee applies to this course
- Recommendation: students should have a digital camera.

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

Photography can be used as a basis to provide many skills needed in a variety of creative commercial and artistic fields including graphic arts, magazine, digital imaging, web design, fashion, film and television, photojournalism and tourism. It provides a useful background for TAFENSW and university diploma and degree courses in photography, digital imaging, fine arts and visual communications. At the end of the course students will be able to put together a portfolio to use in interviews for both further education and job purposes.

SPORT LIFESTYLE AND RECREATION STUDIES  
2 UNITS IN EACH OF YEAR 11 AND 12

ATARNO

Type	ATAR	Faculty
BEC	NO	PDHPE

Exclusions: students studying PD/H/PE must not study the equivalent modules in SLR. SLR may not be studied with Sport and Fitness.

### What will I be doing in this course?

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision makers. This course enables students to further develop their understanding of, and competence in, a range of sport and recreational pursuits. They are encouraged to develop a lifelong commitment to being physically active and to achieving movement potential.

This course provides the opportunities 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; and Healthy Lifestyle.

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

- Understand and appreciate the factors that influence health and participation in physical activity
- Understand the principles that impact on quality of performance
- Analyse and implement strategies to promote health, activity and enhanced performance
- Influence the participation and performance of self and others
- Identify the relationship between a healthy lifestyle and diet and exercise
- Be aware of anatomy and physiology
- Create and refine my own performance of movement skills and safe sporting practices.

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

This course will assist you to make valued and informed health decisions. This course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education, physical education, nursing, occupational health and physiotherapy.



## WORK STUDIES

2 UNITS IN EACH OF YEAR 11 AND 12

ATARNO

Type	ATAR	Faculty
BEC	NO	HSIE

Exclusions: NI

### What will I be doing in this course?

The *Work Studies CEC* syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the *Work Studies* syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

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

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

### What else do I need to know about this course?

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.



# EXPLANATION OF CODES

The Northern Beaches Secondary College Course Guide contains a number of codes and acronyms commonly used in the language of the Higher School Certificate. This guide is intended to make understanding of the Year 12 language easier for students, parents and other parties involved in the decision-making process of subject selection.

<b>AQF</b>	Australian Qualifications Framework
<b>ATAR</b>	Australian Tertiary Admission Rank Year 12 Higher School Certificate
<b>BDC</b>	NESA developed Courses
<b>BEC</b>	NESA Endorsed Courses
<b>HSC</b>	Higher School Certificate
<b>NBSC</b>	Northern Beaches Secondary College
<b>NESA</b>	NSW Education Standards Authority
<b>TVET</b>	TAFE Vocational Education and Training
<b>UAC</b>	University Admission Centre
<b>UNIT</b>	Refers to a period of class work totalling about two hours per week. Most course are 2 Units i.e. four hours per week.
<b>VET</b>	Vocational Educational and Training

The table at the start of each course descriptions contains a number of codes

TYPE	ATAR	FACULTY
BEC	NO	CAPA

The First Code identifies the type of course:

- BDC - NESA developed Course - examinable at the Year 12 and marks can be used for the calculation for ATAR
- BEC - NESA Endorsed Course - syllabus set by the NESA but examined at school. Marks cannot be used towards the ATAR

The Second Code indicates the status of the course for the ATAR:

- A – counts for an ATAR without restrictions
- B – counts for an ATAR but only two units of Category B courses can be included in the ten units for the ATAR
- NO – does not count towards the ATAR

The Third Code indicates the faculty in which the course is taught at the Northern Beaches Secondary College:

- CREATIVE ARTS
- ENGLISH
- HSIE – Human Society and Its Environment
- LANGUAGES – Languages other than English
- MATHS – Mathematics
- PDHPE – Personal Development Health and Physical Education
- SCIENCE
- TAS – Technology and Applied Studies including Food and Textiles

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- Disclaimer: All information in the NBSC Senior Study Guide is correct at time of production.



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