



Northern Beaches

SECONDARY COLLEGE

INNOVATION • EXCELLENCE • CHOICE

SENIOR STUDIES GUIDE

2019-2020



Northern Beaches Secondary College

INNOVATION EXCELLENCE CHOICE



Northern Beaches Secondary College, the largest school in New South Wales, is spread over five individual campuses and offers the collective resources and teaching expertise to support, nurture and extend each and every student towards achieving excellence. With over 300 staff and around 4000 students, we are able to offer our community a selection of local campus options, with the bonus of additional collective college educational opportunities.

The Northern Beaches Secondary College provides specialist education for single sex girls' education, single sex boys' education, co-education, selective education and specialist senior education (Years 11 and 12).

Every Northern Beaches Secondary College campus offers a shared senior curriculum, student leadership opportunities, extensive co-curricular activities and excellent facilities and resources. All campuses have highly qualified and respected teaching staff, led by experienced school leadership teams.

I encourage you to read through the NBSC Senior Studies Guide and explore the wide range of courses offered across the NBSC. Year 11 and 12 students can tailor an individual senior curriculum which suits their particular needs by choosing from more than 100 HSC courses, including specialist courses offered at Northern Sydney Institute TAFE NSW.

The Northern Beaches Secondary College offers students the opportunity to participate in an innovative educational environment, achieve excellent educational outcomes and have unparalleled breadth of curriculum choice.

Christopher Mortimer

College Principal (Relieving)

Introduction

The 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.

AQF	Australian Qualifications Framework
ATAR	Australian Tertiary Admission Rank
NESA	NSW Education Standards Authority
HSC	Higher School Certificate
NBSC	Northern Beaches Secondary College
TAFE	Technical and Further Education
TVET	TAFE Vocation Education and Training
VET	Vocation Education and Training
UAC	University Admission Centre

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

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Studying for the Higher School Certificate

The Higher School Certificate (HSC)

The Higher School Certificate (HSC) is the highest educational award you can gain in New South Wales schools. The HSC:

- is an internationally recognised credential
- provides a strong foundation for the future
- is standards based. Students receive HSC marks that indicate the standards they have achieved.

In order to gain a Higher School Certificate, students must:

- complete a minimum of 12 units of Year 11 courses and 10 units of HSC courses.
All courses in the HSC have a unit value. Most courses are 2 units.
- satisfactorily complete the Year 11 course (usually studied during Year 11) before they are eligible to commence the corresponding HSC course (usually studied during Year 12).
- complete one course of English - the only compulsory subject for the HSC.
- 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 Year 12 courses within five examination years.

Year 11 courses are usually taken in Year 11 and do not have an external examination. They are undertaken for three terms.

HSC (Year 12) courses are usually taken in Year 12 and end with an HSC examination. HSC courses usually commence in Term 4 of Year 11.

Students must complete the Year 11 course in a subject before undertaking the Year 12 course in that subject. In some circumstances both the Years 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.

SNAPSHOT: Requirements for the HSC

Both the Preliminary and HSC Courses must include:

- At least 6 units of Board Developed Courses, including at least 2 units of English
- At least 3 courses of 2 units value or greater
- At least 4 subjects (including English)
- At most, 6 units of courses in Science can count towards HSC eligibility

Full details of the NSW Education Standards Authority (NESA) HSC Rules can be found in the Assessment, Certification and Examination (ACE) Manual. The manual is also available from your campus or on the NESA website.

HSC courses

There are two main types of courses students study for the HSC - Board Developed and Board Endorsed.

Board Developed Courses (BDC)

These are courses for which the NESA develops a syllabus setting out the aims, objectives, outcomes, structure and content. They are set and externally examined by the NESA. Examples of courses include the areas of English, Mathematics, Science, Technology, Creative Arts, Personal Development, Health and Physical Education, Human Society and its Environment, Languages and Vocational Education and Training (VET) Curriculum Frameworks. These courses may contribute to the calculation of Australian Tertiary Admission Rank (ATAR). However, only one VET Framework course can be used in the calculation of the ATAR.

Life Skills courses are Board 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 the ATAR.

Board Endorsed Courses (BEC)

These include courses that may have been developed by schools, TAFE or universities. They contribute to the HSC but do not contribute to the calculation of the ATAR. There are two types of Board Endorsed Courses - Content Endorsed and locally developed.

Most of the courses available at NBSC are Content Endorsed Courses that have syllabuses endorsed by the NESA to cater for areas of special interest. Some courses delivered by TAFE NSW are locally designed courses that have been approved by the NESA.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement.

SNAPSHOT: Difference between Board Developed and Board Endorsed Courses

Board Developed Course (BDC)	Board Endorsed Course (BEC)
<ul style="list-style-type: none"> • HSC exam • counts towards HSC • may count towards the ATAR* • includes some VET** courses • includes Life Skills courses 	<ul style="list-style-type: none"> • no HSC exam – school-based assessment used • counts towards HSC • cannot contribute to the ATAR • includes some VET courses
<p>* <i>Australian Tertiary Admission Rank</i> ** <i>Vocational Education and Training</i></p>	

The NBSC Senior Studies Guide provides more detail about the courses available at NBSC and a description of each one on offer.

Course Patterns

SNAPSHOT: HSC Course Structure	
<ul style="list-style-type: none"> • All courses in the HSC have a unit value • All 2-unit HSC courses have equal status 	
<ul style="list-style-type: none"> • Most courses are 2 units • 2 units = 4 hours of instruction per week • 120 hours per year = 100 marks 	<p>Some courses are 1 unit For example: Extension study courses</p> <ul style="list-style-type: none"> • 1 unit = 2 hours of instruction per week • 60 hours per year = 50 marks
VET courses may be counted as either Preliminary or HSC courses	

<p>SNAPSHOT: Extension Courses</p> <p>Extension courses are designed to build on the content of the 2 unit course and require students to develop greater competence and understanding.</p>	<p>Preliminary Extension Courses:</p> <ul style="list-style-type: none"> • English • Mathematics
	<p>HSC Extension Courses:</p> <ul style="list-style-type: none"> • English 1 and 2 • Mathematics 1 and 2 • History • Music • Some Languages • Some Vocational Education & Training (VET) courses

Requirements for the HSC

Both the Preliminary and HSC Courses must include:

- At least 6 units of Board Developed Courses, including at least 2 units of English
- At least 3 courses of 2 units value or greater
- At least 4 subjects (including English)
- At most, 6 units of courses in Science can count towards HSC eligibility

No more than 6 units of Science courses can be studied in any one year.

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

A serious attempt at the required HSC examinations must be made.

SNAPSHOT: HSC Requirements

Preliminary Course

- minimum of 12 units
- Year 11, three terms of study

HSC Course

- minimum of 10 units
- in Year 12, four terms of study
- commences in Term 4 of Year 11

Students must satisfactorily complete the Preliminary course before commencing the corresponding HSC course

Compulsory Subject: English

English is the only compulsory HSC subject. English Choices include:

- English Advanced (with options to undertake extension study)
 - Preliminary Extension English
 - HSC Extension 1
 - HSC Extension 2
- English Standard
- English as an Additional Language or Dialect (EAL/D)
- English Studies – Content Endorsed Course (optional ATAR)

Students enrolled in English Studies have the option to sit the HSC exam if they want an ATAR. If they do not sit for the exam they will not receive an ATAR.

Accumulation of the Higher School Certificate

Students may accumulate an HSC over a five year period. The five year period will commence in the first year a student attempts an HSC examination or completes an HSC 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 Preliminary and HSC courses satisfactorily completed, including repeat attempts. The mark of the final attempt in a particular course is the mark used for the calculation of the ATAR.

Acceleration

Students may undertake Preliminary or HSC 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 HSC or undertake further study at TAFE NSW or university while still at school.

Vocational Education and Training (VET)

Vocational Education & Training (VET) courses teach industry specific skills that are relevant to future study and employment. These are competency based and enable students to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related study at TAFE NSW and private registered providers. A workplace component is a compulsory part of all VET Framework courses.

There are Board Developed (Category B) and Board Endorsed VET courses. Board Developed (Category B), such as, Business Services, Construction and Hospitality require students to study the 240 hour course and undertake the optional written examination to have the course contribute to the ATAR calculation. Board Endorsed courses have no external examination and do not contribute to the ATAR. Examples include Community Services, Property Services, Screen & Media and Sport Coaching.

Students considering enrolling in a VET course must turn to the relevant section of this Senior Studies Guide to thoroughly read the course requirements and whether the course contributes to the ATAR calculation.

Course Delivery

Northern Beaches Secondary College (NBSC) Campuses

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)

Classes run at any time between 7.30am and 6.00pm.

'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.

TAFE NSW

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.

Enrolment Policy

The underlying principle of Northern Beaches Secondary College is to ensure the provision of the highest quality educational experience for every student regardless of campus location.

Our policy has been developed as a college and applies to all enrolment applications. The policy is based on legislation which ensures:

- Children are entitled to be enrolled in Year 7 at the campus that is designated for the intake area within which the child's home is situated and that the child is eligible to attend.
- Campus local areas are determined by the Department of Education (DoE) through a process involving consultation between the *Asset Management Unit* and the Director (or designated officer)
- Parents may seek to enrol their child in the school or campus of their choice, or may elect to attend another school which would become their designated school.
- Enrolment in a selective school or campus is managed by the procedures of the *DoE High Performing Students Unit* and so have unique processes which do not involve a local intake area.

Campuses are required to set an enrolment number to cater for anticipated local demand and to seek to ensure that every eligible local child has a place at the local school if the child chooses to attend it, at least at the start of the Year 7 school year. Each campus will provide places to students who move into the designated intake area during the secondary school years.

- Our enrolment policies and practices are transparent and non-discriminatory.
- The primary criteria for acceptance of non-local enrolments will include the availability of appropriate staff with permanent classroom accommodation and other factors based on the needs of the school.
- The decision on where to enrol a student, and with what level of support, will depend on a number of factors, including a student's educational needs, the expressed desires of parents and caregivers, the capacity of the system to provide the level of support services required generally and at a particular location and the availability of support services at alternative locations.

Enrolment Ceilings

Each campus has established an enrolment ceiling, based on available permanent accommodation.

Additionally each Campus (other than NBSC Manly Campus) is required to set aside a number of places to accommodate local students arriving throughout the year, including those to be placed from Intensive English Centres. This buffer is determined on historic data. Places in the buffer are not to be offered to non-local students.

NBSC Manly Campus entry is through processes managed by the DoE *High Performing Student Unit* and policies and criteria and so local Year 7 students do not receive priority for enrolment.

Placement Panels

Each Campus will have its own panel to discuss non-local applications. The composition of the panel is to be determined by each campus, but must include at least one staff member, other than the Campus Principal, one school community member nominated by the school's parent organisation. The panel will be chaired by the Principal who will have a casting vote.

In assessing the application of the criteria to individual cases, the panel will consider only those matters presented in the application form and not oral or other submissions. The decisions made by the placement panel must be made within the context of the agreed enrolment ceiling and the buffer retained for local students arriving later in the year. The placement panel should record all decisions and minutes of meetings are to be available on request by the Director, Public School NSW (or designated officer).

Criteria for College Non-local Enrolment Applications

The Northern Beaches Secondary College policy encourages all students to enrol in their designated local campus unless a compelling reason exists for an alternate enrolment. The decision on where to enrol a student, and with what level of support, will depend on a number of factors, including a student's educational needs, the expressed desires of parents and caregivers, the capacity of the system to provide the level of support services required generally and at a particular location and the availability of support services at alternative locations.

Students residing outside the designated area for a campus may be enrolled in a manner consistent with the enrolment policy according to criteria available from the relevant Campus Principal, which are determined at each campus and agreed collectively by the College Management Team.

It is the decision of the College Management Team that commitment to learning is the most significant criteria when applications for non-local placements are considered.

The applicants need to show commitment to learning and how they would add to the culture and achievement of the campus. If accommodation and staff are available to consider non-local enrolment, other significant criteria for non-local campus enrolment (not in priority order) may be:

- medical reasons (e.g. psychological issues; access to hospital etc.)
- geographical proximity and access to the school
- safety and supervision of the student before and after school
- availability of subjects or combinations of subjects

The panel may also consider the following compassionate circumstances (not in priority order):

- siblings already enrolled at the school
- access to single-sex or co-educational education
- special interests and abilities
- where parents work (geographical)

The Campus Principal will ensure that the established criteria are applied equitably to all applicants. Parents should be provided with an explanation of the decisions of the placement panel in writing, should they request it.

Waiting Lists

Waiting lists may be established for non-local students. Parents should be advised in writing if their child is to be placed on a waiting list and the position on it. The size of the waiting list should reflect realistic expectations of potential vacancies. Waiting lists are current for one year only.

Appeals

Where a parent wishes to appeal against the decision of the campus placement panel, the appeal should be made in writing to the College Principal who will seek to resolve the matter. If the matter is not resolved at the local level the Director, Public Schools NSW, will consider the appeal, consult and make a determination. The purpose of the appeal is to determine whether the stated criteria have been applied fairly.

Single Sex Campuses

Within Northern Beaches Secondary College there are two single-sex campuses (NBSC Mackellar Girls and NBSC Balgowlah Boys) and two co-educational campuses (NBSC Cromer and NBSC Freshwater Senior), which each have a designated enrolment area. Students residing within the designated area for a single-sex campus will be able to enrol, usually at the start of a school year in the same way as students residing in area for a co-educational campus are able to enrol locally.

Selective Campus

The other Northern Beaches Secondary College co-educational campus available for Year 7 entry is NBSC Manly Campus. This is a selective school with specific academic entry requirements, and so does not have a designated enrolment area. Year 7 enrolment applications for this campus are managed via the processes of the DoE *High Performing Students Unit*. All enrolment applications into Years 8-11 are managed by the school via both a test and a written application directly to the campus. Applications are not generally accepted into Year 12 and further details regarding the process of application will be made available on the campus website and are updated each year.

Senior Campus

The only definite way to ensure enrolment at NBSC Freshwater Senior Campus is to reside within the designated intake area. All non-local students will be considered under the non-local selection criteria, without regard to their current school enrolment. Students will have had to demonstrate their ability to work in a senior study environment based on the principles of independent learning. Students, including those who have attended another Northern Beaches Secondary College campus as well as those from other schools, may increase their chance of success by demonstrating a more adult and independent style of learning prior to their application. Academic attainment is not a specific selection criteria and applications are not generally accepted into Year 12.

Enrolment in Academic Extension and Gifted and Talented Classes

Students may seek to be considered for campus academic extension classes which are offered at NBSC Cromer, Balgowlah Boys and Mackellar Girls Campuses. While in Year 6, such students are expected to sit the Academic Placement Test. Details of the process and timing will be available on the Northern Beaches Secondary College website each year. Non-local applicants for academic extension classes at all campuses will be considered by a single selection panel chaired by the College Principal and students will be notified by the respective campus of the outcome of their application.

Each campus will have specific procedures governing any other specialised gifted and talented class placements and further information can be obtained through the respective Campus Principal or from the campus website directly.

Enrolment of Students with Special Learning Needs

Requests for enrolment in special classes or special schools are considered by a DoE placement panel. Further information can be obtained by contacting DoE Macquarie Park Office directly.

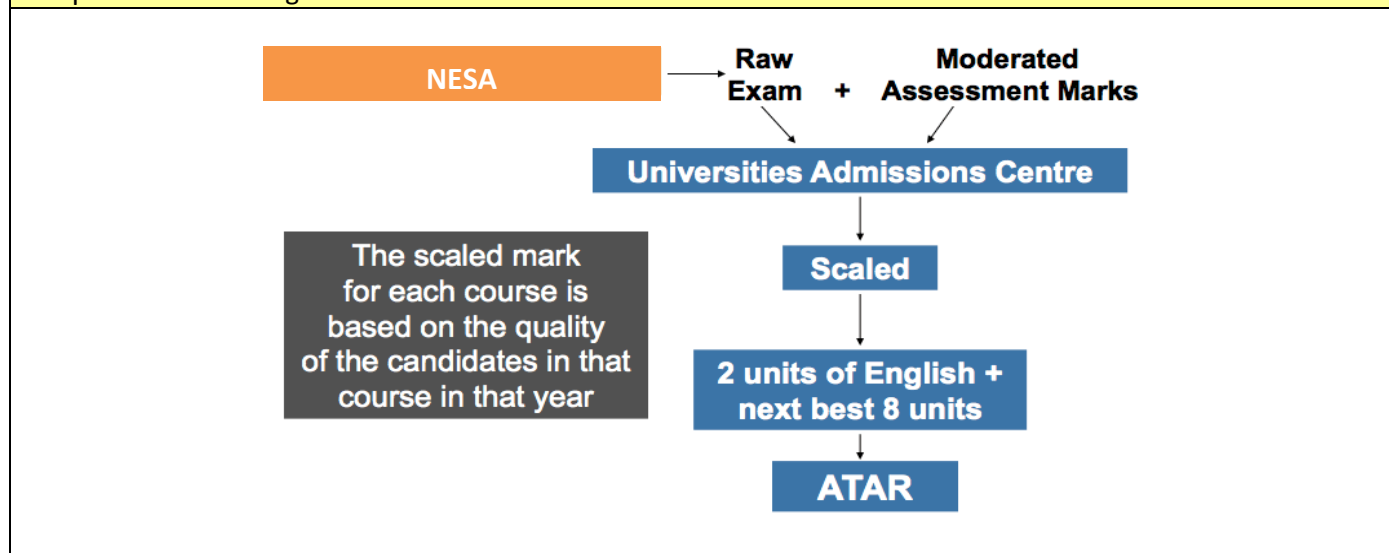
Refusal of Enrolment

Campus Principals may refuse enrolment of a student on the grounds of previously documented violent behaviour if there is evidence that the student has not learned the appropriate skills to manage this behaviour. For post- compulsory school-aged students, a Campus Principal may undertake a risk assessment if it is believed that an applicant may not have the ability to work independently or socialise in the more adult environment of the senior school years and therefore would be putting them and learning at risk.

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 with increments of 0.05. It provides a measure of a student's overall academic achievement in the NSW HSC in relation to that of other students and assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by UAC. The ATAR is a rank not a mark.

Snapshot: Calculating the ATAR



Further details on the ATAR can be obtained from the Universities Admission Centre (UAC) www.uac.edu.au

To be eligible for an ATAR you must satisfactorily complete at least 10 units of ATAR courses including at least 2 units of English. The ATAR is based on an aggregate of scaled marks (average of examination and assessment marks) in ten units of ATAR courses comprising the best:

- 2 units of English
- 8 units from the remaining units, subject to the provision that no more than two units of Category B courses are included.

ATAR courses are Board Developed Courses for which there are examinations conducted by the NESA that yield a graded assessment. ATAR courses are classified as either Category A or Category B.

Snapshot: What is the difference between the HSC and the ATAR?

HSC	ATAR
<ul style="list-style-type: none"> • is for all students • reports student achievement in terms of a standard achieved in individual courses • presents a profile of student achievement across a broad range of subjects 	<ul style="list-style-type: none"> • is for students wishing to gain a place at a university • is a rank NOT a mark • provides information about how students perform overall in relation to other students • provides the discrimination required by universities for the selection process

HSC Subjects Bonus Scheme

If you are a student sitting the HSC in 2020 and will be receiving an ATAR you may be eligible for bonus ATAR points under the HSC Subjects Bonus Scheme. 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 bonus ATAR points.

Assessment and Reporting

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School based assessment tasks constitute 50% of the HSC mark. The other 50% comes from the HSC examination. The HSC mark for 2 unit courses is reported on a scale of 0 - 100. A mark of 50 represents the minimum standard expected. There are 5 performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

VET Assessment

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

On satisfactory completion of the HSC students receive a **portfolio** containing:

Higher School Certificate Testamur	The official certificate confirming achievement of all requirements for the award of the HSC.
Record of Achievement	The document listing the results of each HSC course satisfactorily completed.
Course Reports	Reports of marks, the performance scale and band descriptors for each course.
AQF VET Certificate	This certificate is awarded to students VET courses who successfully complete all requirements of an Australian Qualifications Framework (AQF) VET Certificate.
VET Statement of Attainment	A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate.
Life Skills Profile of Student Achievement	<p>Where students satisfactorily complete a Life Skills course, the course is listed on the Record of Achievement with the annotation.</p> <p>The <u>Profile of Student Achievement</u> provides details of the specific Life Skills syllabus outcomes achieved.</p>

For further information on HSC credentials and sample reports, go to <http://www.boardofstudies.nsw.edu.au/hsc-results/credentials.html>

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 www.boardofstudies.nsw.edu.au
- University Admissions Centre (UAC) at www.uac.edu.au School link, Year 10 Information
- NBSC Administration Centre located at NBSC Freshwater Senior Campus, Harbord Road, Freshwater on 9939 6942.



Details of courses

Board Developed Courses

These are courses for which the NESA develops a syllabus setting out the aims, objectives, outcomes, structure and content.

Board Developed Courses are all delivered at school, except Automotive, Electrotechnology, Financial Services, Human Services and Tourism Travel and Events which are delivered at TAFE NSW.

Most Board Developed HSC courses, including the VET framework courses, may contribute to the calculation of the ATAR.



The course descriptions that follow are intended as a guide to help students select their subjects.

The arrangements for particular courses and electives offered may vary from one campus to another and it is the students' responsibility to seek specific information from their preferred campus. Classes can only be formed where a sufficient number of 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.

Summary of HSC Courses

Course	Units	Year		ATAR
		11	12	
Aboriginal Studies	2	✓	✓	Yes
Ancient History NEW	2	✓	✓	Yes
Biology NEW	2	✓	✓	Yes
Business Services	2	✓	✓	Yes
Business Studies	2	✓	✓	Yes
Chemistry NEW	2	✓	✓	Yes
Chinese Beginners	2	✓	✓	Yes
Chinese Background Speakers	2	✓	✓	Yes
Community and Family Studies	2	✓	✓	Yes
Dance	2	✓	✓	Yes
Design & Technology	2	✓	✓	Yes
Drama	2	✓	✓	Yes
Earth and Environmental Science NEW	2	✓	✓	Yes
Economics	2	✓	✓	Yes
Engineering Studies	2	✓	✓	Yes
English: Advanced NEW	2	✓	✓	Yes
English as an Additional Language or Dialect (EAL/D) NEW	2	✓	✓	Yes
English: Extension NEW	1	✓	✓	Yes
English: Standard NEW	2	✓	✓	Yes
English Studies NEW	2	✓	✓	Optional
Food Technology	2	✓	✓	Yes
French Beginners	2	✓	✓	Yes
French Continuers	2	✓	✓	Yes
French HSC Extension	1		✓	Yes
Geography	2	✓	✓	Yes
German Beginners	2	✓	✓	Yes
German Continuers	2	✓	✓	Yes
German HSC Extension	1		✓	Yes
History Extension NEW	1		✓	Yes
Industrial Technology	2	✓	✓	Yes
Information Processes and Technology	2	✓	✓	Yes
Investigating Science NEW	2	✓	✓	Yes
Italian Beginners	2	✓	✓	Yes
Italian Continuers	2	✓	✓	Yes
Italian HSC Extension	1		✓	Yes
Japanese Beginners	2	✓	✓	Yes
Japanese Continuers	2	✓	✓	Yes
Japanese HSC Extension	1		✓	Yes
Legal Studies	2	✓	✓	Yes
Mathematics Advanced NEW	2	✓	✓	Yes
Mathematics Standard NEW	2	✓	✓	Yes

Course	Units	Year		ATAR
		11	12	
Mathematics: Extension 1 NEW	2	✓	✓	Yes
Mathematics: HSC Extension 2 NEW	1		✓	Yes
Modern History NEW	2	✓	✓	Yes
Music 1	2	✓	✓	Yes
Music 2	2	✓	✓	Yes
Music HSC Extension	1		✓	Yes
Personal Development Health & Physical Education	2	✓	✓	Yes
Photography, Video and Digital Imaging	2	✓	✓	No
Physics NEW	2	✓	✓	Yes
Science Extension NEW	1		✓	Yes
Society and Culture	2	✓	✓	Yes
Software Design and Development	2	✓	✓	Yes
Sport Lifestyle and Recreation Studies	2	✓	✓	No
Textiles and Design	2	✓	✓	Yes
Visual Arts	2	✓	✓	Yes
Work Studies	2	✓	✓	No

Summary of Vocational Education & Training (VET) Courses

Course	Units	Year		ATAR
		11	12	
Business Services	2	✓	✓	Yes
Construction	2	✓	✓	Yes
Entertainment Industry	2	✓	✓	Yes
Hospitality	2	✓	✓	Yes
Hospitality Specialisation	2	✓	✓	Yes
Metals and Engineering	2	✓	✓	Yes
Sport Coaching	2	✓	✓	Yes

Summary of Life Skills Courses

Course	Units	Year		ATAR
		11	12	
Ancient History Life Skills NEW	2	✓	✓	No
Citizenship and Society Life Skills	2	✓	✓	No
Community and Family Studies Life Skills	2	✓	✓	No
Creative Arts Life Skills	2	✓	✓	No
English Life Skills NEW	2	✓	✓	No
Human Society and its Environment Life Skills	2	✓	✓	No
Mathematics Life Skills	2	✓	✓	No
Modern History Life Skills NEW	2	✓	✓	No
Personal Development Health & Physical Education Life Skills	2	✓	✓	No
Science Life Skills NEW	2	✓	✓	No
Technology Life Skills	2	✓	✓	No
Work and Community Life Skills	2	✓	✓	No

New Australian Curriculum Syllabi

This section contains all the new Australian Curriculum syllabi which commenced in 2018. All other board developed courses will continue to use the NSW Curriculum syllabus. New Australian Curriculum syllabi will eventually be created for all board developed courses.

Course	Units	Year		ATAR
		11	12	
Ancient History NEW	2	✓	✓	Yes
Biology NEW	2	✓	✓	Yes
Chemistry NEW	2	✓	✓	Yes
Earth and Environmental Science NEW	2	✓	✓	Yes
English: Advanced NEW	2	✓	✓	Yes
English as an Additional Language or Dialect (EAL/D) NEW	2	✓	✓	Yes
English: Extension NEW	1	✓	✓	Yes
English: Standard NEW	2	✓	✓	Yes
English Studies NEW	2	✓	✓	Optional
History Extension NEW	1		✓	Yes
Investigating Science NEW	2	✓	✓	Yes
Mathematics Advanced NEW	2	✓	✓	Yes
Mathematics Extension 1 NEW	1	✓	✓	Yes
Mathematics Extension 2 NEW	1		✓	Yes
Mathematics Standard NEW	2	✓	✓	Yes
Modern History NEW	2	✓	✓	Yes
Physics NEW	2	✓	✓	Yes
Science Extension NEW	1		✓	Yes

Ancient History (ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.

Year 11 Course Structure and Requirements

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments. The course comprises three sections. Students are required to study all three sections of the course.

	Ancient History	Indicative hours
Year 11 course (120 hours)	Investigating Ancient History <ul style="list-style-type: none"> • The Nature of Ancient History • Case Studies <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Features of Ancient Societies	40
	Historical Investigation	20

Year 12 Course Structure and Requirements

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past. The course comprises four sections. Students are required to study all four sections of the course.

	Ancient History	Indicative hours
Year 12 course (120 hours)	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
	Ancient Societies	30
	Personalities in their Times	30
	Historical Periods	30

Biology (ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

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

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

Year 11 Course Structure and Requirements

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Cells as the Basis of Life	60	*15 hours in Modules 1–4
		Module 2 Organisation of Living Things		
		Module 3 Biological Diversity	60	
		Module 4 Ecosystem Dynamics		

Year 12 Course Structure and Requirements

Year 12 course (120 hours)	Working Scientifically Skills	Module	Indicative hours	Depth studies
		Module 5 Heredity	60	*15 hours in Modules 5–8
		Module 6 Genetic Change		
		Module 7 Infectious Disease	60	
		Module 8 Non-infectious Disease and Disorders		

Chemistry (ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

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

Year 11 Course Structure and Requirements

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Properties and Structure of Matter	60	*15 hours in Modules 1–4
		Module 2 Introduction to Quantitative Chemistry		
		Module 3 Reactive Chemistry	60	
		Module 4 Drivers of Reactions		

Year 12 Course Structure and Requirements

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Equilibrium and Acid Reactions	60	*15 hours in Modules 5–8
		Module 6 Acid/base Reactions		
		Module 7 Organic Chemistry	60	
		Module 8 Applying Chemical Ideas		

Earth and Environmental Science (ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

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 Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

Year 11 Course Structure and Requirements

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Earth's Resources	60	*15 hours in Modules 1–4
		Module 2 Plate Tectonics		
		Module 3 Energy Transformations	60	
		Module 4 Human Impacts		

Year 12 Course Structure and Requirements

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Earth's Processes	60	*15 hours in Modules 5–8
		Module 6 Hazards		
		Module 7 Climate Science	60	
		Module 8 Resource Management		

English Courses - Summary

English Life Skills is designed for students with special education needs who are unable to access the outcomes of the Stage 6 English courses even with adjustments to teaching, learning and assessment. It provides an opportunity for students to engage in personalised learning of English through the selection of outcomes and content relevant to the student's abilities, needs and interests. Students undertaking English Life Skills are eligible for the award of the Higher School Certificate.

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

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.

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.

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

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

English Advanced (ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

In the English Advanced course, students continue to 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.

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Year 11 Course Structure and Requirements

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

Year 12 Course Structure and Requirements

	English Advanced	Indicative hours
Year 12 course (120 hours)	Common module: Texts and Human Experiences	30
	Module A: Textual Conversations	30
	Module B: Critical Study of Literature	30
	Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	30
Text requirements	<p>Students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • Shakespearean drama • prose fiction • poetry OR drama <p>The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.</p> <p>The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the common module: Texts and Human Experiences.</p>	

English as an Additional Language or Dialect (EAL/D) (ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

English EAL/D addresses the needs of a specific group of students and shares the overall aim and rationale of English. When presented at the HSC, the English EAL/D course will satisfy NESA requirements for the study of English.

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

Year 11 Course Structure and Requirements

	English EAL/D	Indicative hours
Year 11 course (120 hours)	Module A: Language and Texts in Context	30–40
	Module B: Close Study of Text	30–40
	Module C: Texts and Society	30–40
	Optional teacher-developed module	up to 30
Hours	Year 11 course modules are prescribed with flexible hours, providing scope for teachers to design a fourth module to cater to the particular needs, interests and abilities of their students if required.	
Text requirements	<p>There are no prescribed texts for Year 11.</p> <p>Students are required to study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.</p> <p>Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p> <p>The Year 11 course requires students to support their study of texts with their own wide reading.</p>	

Year 12 Course Structure and Requirements

	English EAL/D	Indicative hours
Year 12 course (120 hours)	Module A: Texts and Human Experiences	30
	Module B: Language, Identity and Culture	30
	Module C: Close Study of Text	30
	Focus on Writing (studied concurrently with the above modules)	30
Text requirements	<p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • prose fiction • poetry OR drama • film OR media OR nonfiction <p>The selections of texts for the Focus on Writing module do not contribute to the required pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in Module A: Texts and Human Experiences.</p>	

English Extension (ATAR)

1 unit in Year 11 and Year 12

Board Developed Course

Rational

English Extension (Year 11) is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

The English Extension 1 (Year 12) course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. 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.

The English Extension 2 (Year 12) course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

Year 11 Course Structure and Requirements

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

Year 12 Course Structure and Requirements

Year 12 course (60 hours)	English Extension 1	Indicative hours
	Common module: Literary Worlds with ONE elective option	60
Text requirements	<p>The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts</p> <p>Students are required to study at least TWO related texts</p>	

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

English Standard (ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Year 11 Course Structure and Requirements

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

Year 12 Course Structure and Requirements

Year 12 course (120 hours)	English Standard	Indicative hours
	Common module – Texts and Human Experiences	30
	Module A: Language, Identity and Culture	30
	Module B: Close Study of Literature	30
	Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	30
Text requirements	<p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • prose fiction • poetry OR drama • film OR media OR nonfiction <p>The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the Common module: Texts and Human Experiences.</p>	

English Studies (ATAR)

2 units in Year 11 and Year 12

Board Endorsed Course

Rational

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

Year 11 Course Structure and Requirements

	English Studies	Indicative hours
Year 11 course (120 hours)	Mandatory module – Achieving through English: English in education, work and community	30–40 hours
	An additional 2–4 modules to be studied	20–30 hours each
Text requirements	<p>In Year 11 students are required to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series). <p>Across Stage 6 the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia • Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives, popular and youth cultures • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. 	
Additional requirements	<p>In Year 11 students are required to:</p> <ul style="list-style-type: none"> • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year • engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. 	

Year 12 Course Structure and Requirements

	English Studies	Indicative hours
Year 12 course (120 hours)	Mandatory common module – Texts and Human Experiences	30 hours
	An additional 2–4 modules to be studied	20–45 hours each
Text requirements	<p>In both Year 11 and Year 12 students are required to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series). <p>In Year 12 students will also be required to:</p> <ul style="list-style-type: none"> • study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences. <p>Across Stage 6 the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia • Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives, popular and youth cultures • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. 	
Additional requirements	<p>In Year 12 students are required to:</p> <ul style="list-style-type: none"> • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year • engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. 	

History Extension (ATAR)

1 unit in Year 12

Board Developed Course

Rational

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.

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.

Year 12 Course Structure and Requirements

Year 12 course (60 hours)	History Extension	Indicative hours
	Constructing History <ul style="list-style-type: none"> • Key Questions • Case Studies 	40 (minimum)
	History Project	20 (maximum)

Investigating Science (ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

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

Year 11 Course Structure and Requirements

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Cause and Effect – Observing	60	*30 hours in Modules 1–4
		Module 2 Cause and Effect – Inferences and Generalisations		
		Module 3 Scientific Models	60	
		Module 4 Theories and Laws		

Year 12 Course Structure and Requirements

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Scientific Investigations	60	*30 hours in Modules 5–8
		Module 6 Technologies		
		Module 7 Fact or Fallacy?	60	
		Module 8 Science and Society		

Mathematics Advanced (ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications and in increasing complexity.

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Year 11 Course Structure and Requirements

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

Year 12 Course Structure and Requirements

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

Mathematics Extension 1 (ATAR)

1 unit in Year 11 and Year 12

Board Developed Course

Rational

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

Year 11 Course Structure and Requirements

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

Year 12 Course Structure and Requirements

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

Mathematics Extension 2 (ATAR)

1 unit in Year 12

Board Developed Course

Rational

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

Year 12 Course Structure and Requirements

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

Mathematics Standard (ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

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

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

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

Year 11 Course Structure and Requirements

The Year 11 course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

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

Year 12 Course Structure and Requirements

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

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

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

Modern History (ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

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.

Year 11 Course Structure and Requirements

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. The course comprises three sections. Students are required to study all three sections of the course.

	Modern History	Indicative hours
Year 11 course (120 hours)	Investigating Modern History <ul style="list-style-type: none"> • The Nature of Modern History • Case Studies <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Historical Investigation	20
	The Shaping of the Modern World	40

Year 12 Course Structure and Requirements

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world. The course comprises four sections. Students are required to study all four sections of the course.

	Modern History	Indicative hours
Year 12 course (120 hours)	Core Study: Power and Authority in the Modern World 1919–1946	30
	National Studies	30
	Peace and Conflict	30
	Change in the Modern World	30

Physics (ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

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

Year 11 Course Structure and Requirements

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Kinematics	60	*15 hours in Modules 1–4
		Module 2 Dynamics		
		Module 3 Waves and Thermodynamics	60	
		Module 4 Electricity and Magnetism		

Year 12 Course Structure and Requirements

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Advanced Mechanics	60	*15 hours in Modules 5–8
		Module 6 Electromagnetism		
		Module 7 The Nature of Light	60	
		Module 8 From the Universe to the Atom		

Science Extension (ATAR)

1 unit in Year 12

Board Developed Course

Rational

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.

Year 12 Course 1 Unit (60 hours)	Students develop a response to a scientific research question that requires the analysis of data from one, or a combination of, the disciplines of Science		
	Modules	Indicative hours	Scientific Research Project
	Module 1 The Foundations of Scientific Thinking	10	Establish an area for scientific research ↓
	Module 2 The Scientific Research Proposal	10	Formulate the hypothesis for research ↓
	Module 3 The Data, Evidence and Decisions	20	Find or generate the data Apply methodologies to analyse the data ↓
	Module 4 The Scientific Research Report	20	Develop the Scientific Research Report and respond to the hypothesis ↓
	Mandatory Scientific Research Report and Portfolio		

Continuing NSW Syllabi

This section contains all the continuing NSW Curriculum syllabi. New Australian Curriculum syllabi will eventually replace these syllabi.

Course	Units	Year		ATAR
		11	12	
Aboriginal Studies	2	✓	✓	Yes
Business Services	2	✓	✓	Yes
Business Studies	2	✓	✓	Yes
Chinese Beginners	2	✓	✓	Yes
Chinese Background Speakers	2	✓	✓	Yes
Community and Family Studies	2	✓	✓	Yes
Dance	2	✓	✓	Yes
Design & Technology	2	✓	✓	Yes
Drama	2	✓	✓	Yes
Economics	2	✓	✓	Yes
Engineering Studies	2	✓	✓	Yes
Food Technology	2	✓	✓	Yes
French Beginners	2	✓	✓	Yes
French Continuers	2	✓	✓	Yes
French HSC Extension	1		✓	Yes
Geography	2	✓	✓	Yes
German Beginners	2	✓	✓	Yes
German Continuers	2	✓	✓	Yes
German HSC Extension	1		✓	Yes
Industrial Technology	2	✓	✓	Yes
Information Processes and Technology	2	✓	✓	Yes
Italian Beginners	2	✓	✓	Yes
Italian Continuers	2	✓	✓	Yes
Italian HSC Extension	1		✓	Yes
Japanese Beginners	2	✓	✓	Yes
Japanese Continuers	2	✓	✓	Yes
Japanese HSC Extension	1		✓	Yes
Legal Studies	2	✓	✓	Yes
Music 1	2	✓	✓	Yes
Music 2	2	✓	✓	Yes
Music HSC Extension	1		✓	Yes
Personal Development Health & Physical Education	2	✓	✓	Yes
Photography, Video and Digital Imaging	2	✓	✓	No
Society and Culture	2	✓	✓	Yes
Software Design and Development	2	✓	✓	Yes
Sport Lifestyle and Recreation Studies	2	✓	✓	No
Textiles and Design	2	✓	✓	Yes
Visual Arts	2	✓	✓	Yes
Work Studies	2	✓	✓	No

Aboriginal Studies (ATAR) 15000

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

The Preliminary course focuses on Aboriginal peoples' relationship to 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 local community case studies.

The HSC course provides for 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.

How will this course help me in the future?

This subject is particularly applicable to law, policing, teaching, medicine, nursing, environmental studies, travel and tourism, communications, social work and journalism.

Business Studies (ATAR) 15040

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

Business activity is a feature of everyone's

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

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

How will this course help me in the future?

The business industry employs 1.6 million people across Australia in a range of employment areas including finance, retail, human resources, real estate and office administration. There are opportunities for students to gain credit transfer in certificate and diploma courses at TAFE NSW.

Chinese Beginners (ATAR) 15540

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: Chinese Continuers; Chinese Extension; Chinese In Context; Chinese and Literature

Eligibility rules apply to the study of this subject. Check with your language teacher for more information.

Course description

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

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

Chinese and Literature (ATAR) 15560

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusion: Chinese Beginners; Chinese Continuers; Chinese Extension

Eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.2 of the Board's ACE Manual.

What will I be doing in this course?

In the Preliminary course students will maintain and build on their knowledge and understanding of Chinese through the study of language texts and contemporary issues.

In the HSC course, students will continue to

develop their knowledge and understanding of Chinese through the study of prescribed texts, prescribed themes, and contemporary issues. Students will study language and culture through prescribed themes: the individual and the community; global issues; Chinese communities overseas; youth culture.

How will this course help me in the future?

A knowledge of Chinese 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.

Community and Family Studies (ATAR) 15060

2 Units in each of Preliminary and HSC

Board Developed Course

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 issues facing families and communities.

The Preliminary course covers: basic concepts of the resource management process; the individual's roles, relationships and tasks within groups; family structures and functions and the interaction between family and community.

The HSC course covers: Research Methodology and skills culminating in the production of an Independent Research

Project; the characteristics and needs of specific community groups; issues are facing individuals and groups who adopt roles of parenting and caring in contemporary society.

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

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.

Computing Applications (non ATAR) 41503

2 Units in each of Preliminary and HSC

Content Endorsed Course

Exclusion: Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.

What will I be doing in this course?

Computing Applications is a 'hands-on' skills based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in

completing tasks and enable them to be discriminating in the use of this technology to accomplish a defined task.

It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers.

Schools may choose a range of modules to develop a program of study that suits the needs of the group of students.

How will this course help me in the future?

This course is recommended for students wishing to develop and enhance their computing skills for a work environment.

Dance (ATAR) 15070

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

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 Preliminary course, the components to be completed are: Performance, Composition and Appreciation. In addition, time is allocated by the teacher to suit the specific circumstances/ context of the class.

In the HSC course students continue common study in the three core components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either performance, composition, appreciation or dance and technology.

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) 15080

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

What will I be doing in this course?

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and include evidence of the design process

recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies.

The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity.

A case study of an innovation is also required with students identifying the factors underlying the success of the innovation; analyses associated ethical issues and discuss its impact on Australian society.

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. Design and Technology gives advanced standing in a number of certificate and diploma courses at TAFE NSW.

Drama (ATAR) 15090

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

What will I be doing in this course?

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

The Preliminary course comprises an interaction between the components of improvisation, play building and acting elements of production in performance and theatrical traditions and performance Styles. Learning comes from practical experiences in each of these areas.

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

The Group Performance (3-6 students) involves creating a piece of original theatre (8-12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

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 and confidence through this course.

Economics (ATAR) 15110

2 Units in each of Preliminary and HSC

Board Developed Course**What will I be doing in this course?**

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

The Preliminary 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 HSC course covers:

- The Global Economy: features of the global economy and globalization
- 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.

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 TAFE NSW as well as being recommended for university study in a business related field.

Engineering Studies (ATAR) 15120

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

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

In the Preliminary Course, students undertake the study and develop an engineering report for each of 5 modules:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems.
- one focus module relating to the field of Bio-Engineering.
- one school-based elective module.

In the HSC Course, students undertake the study and develop an engineering report for each of 5 modules:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and

public transport; and lifting devices.

- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

How will this course help me in the future?

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.

Food Technology (ATAR) 15180

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

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

The HSC course involves the study of: sectors, aspects, policies and legislation of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food and the impact of technology; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. The study of marketplace trends and their implications are also incorporated. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

How will this course help me in the future?

The study of Food Technology will give you credit transfer in some certificate and diploma courses at TAFE NSW. Career options might include dietetics, food technology, teaching, and nutrition.

French Beginners (ATAR) 15670 2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: French Continuers; French Extension
Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2 2.3 of the Board's ACE Manual.

What will I be doing in this course?

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

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

How will this course help me in the future?

A knowledge of French provides students with opportunities to continue learning and

for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

French Continuers (ATAR) 15680

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: French Beginners.

What will I be doing in this course?

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

The 1 Unit HSC French Extension course [15690] is available in year 12 for students who have completed Preliminary French Continuers and are currently studying HSC French Continuers. The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of French language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate French as a medium for communication and creative thought and expression.

How will this course help me in the future?

A knowledge of French 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.

Geography (ATAR) 15190

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

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

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

Key concepts incorporated across all topics are change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration. Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

How will this course help me in the future?

All careers, including law, tourism and business will benefit from the study of Geography. The 21st Century is a crucial time in which people must learn to work within their planet's ability to support them. The managers of the future must think globally and act locally. Geography gives them a head start.

German Beginners (ATAR) 15700

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: German Continuers; German Extension
Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's ACE Manual.

What will I be doing in this course?

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. Topics studied through two interdependent perspectives, the personal world and the German-speaking communities; provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture. Students' skills in, and knowledge of German will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

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.

German Continuers (ATAR) 15710

2 Units in each of Preliminary and HSC

Board Developed Course
Exclusions: German Beginners

Prerequisites: School Certificate
German or equivalent knowledge is assumed.

What will I be doing in this course?

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of German will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

The 1 Unit HSC German Extension

course [15720] is available in year 12 for students who have completed Preliminary German Continuers and are currently studying HSC German Continuers. The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of German language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate German as a medium for communication and creative thought and expression.

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.

Industrial Technology (ATAR) 15200

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses. Students can only study one course of Industrial Technology.

What will I be doing in this course?

Industrial Technology will develop your knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experience.

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 industry focus areas chosen for the course. The Focus Areas include Automotive Technologies; Electronics Industries; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

In the Preliminary course, students must design, develop and construct a minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business

within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area.

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 areas.

Information Processes and Technology

(ATAR) 15210

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place.

Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

The Preliminary course covers: Introduction to Information Skills and Processes; Tools for Information Processes; and Developing Information Systems, where students are involved in both individual and team projects.

The HSC Course includes: Project Management; Information Systems and Databases; and Communication Systems, together with four optional strands of which two must be studied.

How will this course help me in the future?

Students who successfully complete Information Processes and Technology will be competent, confident and discriminating users of information processes and technology. They will be well prepared to pursue further education and employment across a wide range of careers.

Italian Beginners (ATAR) 15790

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: Italian Continuers; Italian Extension
Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's ACE Manual

What will I be doing in this course?

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

Students' skills in, and knowledge of, Italian will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an

insight into the culture and language of Italian-speaking communities through the study of a range of texts.

How will this course help me in the future?

A knowledge of Italian 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.

Italian Continuers (ATAR) 15800

2 Units in each of Preliminary and HSC

Board Developed Course
Exclusions: Italian Beginners

Prerequisites: School Certificate
Italian or equivalent knowledge is
assumed.

What will I be doing in this course?

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.

The 1 Unit HSC Italian Extension course [15810] is available in year 12 for students who have completed Preliminary Italian Continuers and are currently studying HSC Italian Continuers. The Extension course has a prescribed theme and related issues as its organisational focus. Students'

knowledge and understanding of Italian language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Italian as a medium for communication and creative thought and expression.

How will this course help me in the future?

A knowledge of Italian 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.

Japanese Beginners (ATAR) 15820 2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers.

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's ACE Manual.

What will I be doing in this course?

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

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

How will this course help me in the future?

A knowledge of Japanese 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.

Japanese Continuers (ATAR) 15830

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: Japanese Beginners; Heritage Japanese; Japanese Background Speakers

Prerequisites: School Certificate Japanese or equivalent knowledge is assumed.

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.2 of the Board's ACE Manual

What will I be doing in this course?

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

The 1 Unit HSC Japanese Extension

course [15850] is available in year 12 for students who have completed Preliminary Japanese Continuers and are currently studying HSC Japanese Continuers. The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.

How will this course help me in the future?

A knowledge of Japanese 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.

Heritage Language Courses are available for Chinese, Japanese, Indonesian and Korean. Check NESA for eligibility.

Legal Studies (ATAR) 15220

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and

law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examine a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. Students will study two focus studies chosen from: consumers, family, global environment, indigenous peoples, shelter, technological change, workplace, world order.

How will this course help me in the future?

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 TAFE NSW or university in a range of areas.

Music 1 (ATAR) 15290

2 Units in each of Preliminary and HSC

Board Developed Course
Exclusions: Music 2

Prerequisites: Music mandatory course (or equivalent). Elective Music in Year 10 is not required.

What will I be doing in this course?

In the Preliminary and HSC courses students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the

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

In the HSC course, in addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work.

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.

Music 2 (ATAR) 15300

2 Units in each of Preliminary and HSC

Board Developed Course
Exclusions: Music 1

Prerequisites: Music Elective in Year 10 (or equivalent) is required.

What will I be doing in this course?

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study one Mandatory Topic covering a

range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900. In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

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 NESA to validate authorship of the submitted work.

All students will be required to develop a composition portfolio for the core composition.

The 1 Unit HSC Music Extension course (15310) is available in year 12 when studied concurrently with HSC course of Music 2 or at the completion of the HSC course in Music 2 for those students undertaking pathways. It builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study, which will be negotiated between the teacher and student.

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 & Physical Education (PDHPE) (ATAR) 15320

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

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

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

How will this course help me in the future?

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

Photography, Video and Digital Imaging (non ATAR)

1 or 2 Units in Preliminary and/or HSC

Board Endorsed Course School Delivery

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, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging.

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

- Gain an increasing accomplishment and independence in the representation of ideas in the fields of photography and/or video and/or digital imaging
- Understand and value how these fields of practice invite different interpretations and explanations
- Develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment
- Develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

What else do I need to know about this course?

This course can be counted as a Preliminary or HSC course. An Occupational Health and Safety Module is mandatory. Students are required to keep a diary throughout the course.

How will this course help me in the future?

- This course can be used as a basis to provide many skills needed in a variety of creative commercial and artistic fields.
- It provides a useful background for TAFE NSW and university courses in

photography, digital imaging, fine arts and visual communications.

Society & Culture (ATAR) 15350

2 Units in each of Preliminary and HSC

Board Developed Course

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 Preliminary course covers:

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

The HSC course includes a core and depth studies. The core is:

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

Depth studies, two to be chosen from:

- Popular Culture - the interconnection between individuals and popular culture

- Belief Systems and Ideologies - role of belief systems in societies, cultures and personal life
- Social Inclusion and Exclusion - reflect the contemporary nature of society, focus on technology, including communication technology; focus on near future.
- Social Conformity and Non conformity - formation and influences on the attitudes and behaviours of groups, factors influencing conformity, responses to non-conformity.

How will this course help me in the future?

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 NSW course.

Software Design and Development (ATAR) 15360

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

The Preliminary course covers:

- Concepts and Issues in the Design and Development of Software: social and ethical issues; hardware and software; software development approaches
- Introduction to Software Development: defining the problem and planning software solutions; building software solutions; checking software solutions; modifying software solutions
- Developing Software Solutions.

The HSC course covers:

- Development and Impact of Software

Solutions: social and ethical issues; application of software development approaches

- Software Development Cycle: defining and understanding the problem; planning and design of software solutions; implementation of software solutions; testing and evaluation of software solutions; maintenance of software solutions
- Developing a Solution Package options: evolution of programming languages or software developer's view of the hardware.

Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course.

This course is suited to students who have an interest in programming that is already expressing itself in the amount of time spent at the computer 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.

How will this course help me in the future?

This course provides excellent employment opportunities, both during and after the HSC. It is a thorough introduction to further studies both at TAFE NSW and university.

Sport Lifestyle and Recreation Studies (SLR) (non ATAR)

1 or 2 Units in Preliminary and/or HSC

Board Endorsed Course School Delivery

Exclusions: Students studying SLR must not study modules which duplicate PDHPE modules.

What will I be doing in this course?

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: Aquatics; Athletics; First Aid; Fitness; Specific Sports; Gymnastics; Outdoor Recreation; Sports Administration; Coaching; Social Perspectives of Sport; and Healthy Lifestyle.

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

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

How will this course help me in the future?

Students selecting this course should be interested in sport with a desire to explore the working and functioning of the human body. This course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education, physical education, nursing, occupational health, physiotherapy in the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

Textiles and Design (ATAR) 15390 **2 Units in each of Preliminary and HSC**

Board Developed Course

What will I be doing in this course?

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the 5 focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

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, and fibre and fabric research, craft work in textiles, interior design, advertising, marketing, commercial fabric buying and creative textile works.

Visual Arts (ATAR) 15400

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

What will I be doing in this course?

The Preliminary course focuses on:

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

The HSC course requires the development of a body of work, use of a process diary and focuses on:

- how students may develop their practice in art making, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, 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.

How will this course help me in the future?

The course encourages tolerance and empathy for different values and beliefs as students' participation in Visual Arts will also strengthen their problem-solving and thinking skills especially in the area of visual communication.

This course is recommended background for many university and TAFE NSW courses in Visual Arts and Design.

Work Studies (non ATAR)

2 Units in each of Preliminary and HSC

Content Endorsed Course

What will I be doing in this course?

This course in Work Studies will assist students to:

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

The course has one core study and elective course modules:

- Core - My Working Life.
- Modules - There are 11 elective modules which explore issues about work and work related skills. Modules are studied for 15 to 30 hours.

How will this help me in the future?

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

Vocational Education & Training (VET) Courses

Course	Units	Year		ATAR
		11	12	
Business Services	2	✓	✓	Yes
Construction	2	✓	✓	Yes
Entertainment Industry	2	✓	✓	Yes
Hospitality Kitchen Operations	2	✓	✓	Yes
Hospitality Food and Beverage	2	✓	✓	Yes
Metals and Engineering	2	✓	✓	Yes
Sport Coaching	2	✓	✓	No

NOTE: Only one VET course can be used towards an ATAR

General Vet Information

VOCATIONAL EDUCATION AND TRAINING PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

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

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

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

Business Services

Business Services Course Descriptor 2019



Education
Public Schools

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: BSB 20115 Certificate II in Business

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

Course: Business Services (240 indicative hours) Board Developed Course Number: 26101		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The BSB 20115 Certificate in Business is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the BSB Business Services Training Package (Release 2.0) (https://training.gov.au/Training/Details/BSB). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
BSB20115 Certificate II in Business		Units of Competency	
1 Core BSBWHS201 Contribute to health and safety of self and others 11 Electives BSBCUS201 Deliver a service to customers BSBIND201 Work effectively in a business environment BSBINM201 Process and maintain workplace information BSBINN201 Contribute to workplace innovation BSBSUS201 Participate in environmentally sustainable work practices		BSBWOR203 Work Effectively with others BSBITU307 Develop keyboarding speed and accuracy TLIP2029 Prepare and process financial documents BSBCMM201 Communicate in the workplace BSBITU201 Produce simple word processed documents BSBITU202 Create and use spread sheets Additional units required to attain an HSC credential in this course BSBWOR202 Organise and complete daily work activities BSBWOR204 Use business technology	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the business services industry involves:			
<ul style="list-style-type: none">customer (client) serviceorganising information and records in both paper and electronic forms		<ul style="list-style-type: none">teamworkusing technologiescreating documents	
Examples of occupations in the Business Services Industry			
<ul style="list-style-type: none">administration assistantclerical worker		<ul style="list-style-type: none">office juniorreceptionistinformation desk operatordata entry operator	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in BSB20115 Certificate II in Business , students require the physical ability to touch type with speed and accuracy. This is an inherent skill requirement for the unit of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
Course consumables: \$[school to insert consumable amount] Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Construction

Construction Pathways Course Descriptors 2019



Education
Public Schools

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: CPC20211 Certificate II in Construction Pathways

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

Course: Construction (240 indicative hours) Board Developed Course Number: 26201		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)					
The CPC20122 Certificate II in Construction Pathways is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.							
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CPC08 Construction, Plumbing and Services Training Package (Release 9.4) (https://training.gov.au/Training/Details/CPC08). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.							
CPC20122 Certificate II in Construction Pathways		Units of Competency					
6 Core CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1012A Work effectively and sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1013A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications 6 Electives CPCCCA2002B Use carpentry tools and equipment-Group B		6 Electives (cont.) CPCCCA2011A Handle carpentry materials-Group B CPCCCM2006B Apply basic levelling procedures-Group H CPCCCO2013A Carry out concreting to simple forms-Group H CPCCJN2001A Assemble components-Group F CPCCJN2002B Prepare for offsite manufacturing processes-Group F Additional units required to attain an HSC credential in this course CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground CPCCCM2005B Use construction tools and equipment #CPCCWHS1001 Prepare to work safely in the construction industry					
#Successful completion CPCCWHS1001 Prepare to work safely in the construction industry will lead to a General Construction Induction Card (White Card) issued by SafeWork NSW. This is a legal requirement before entering a construction site across Australia.							
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.							
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the construction industry involves: <table border="1"> <tr> <td>▪ communication</td> <td>▪ problem-solving</td> <td>▪ teamwork</td> <td>▪ initiative and enterprise</td> </tr> </table>				▪ communication	▪ problem-solving	▪ teamwork	▪ initiative and enterprise
▪ communication	▪ problem-solving	▪ teamwork	▪ initiative and enterprise				
Examples of occupations in the construction industry							
▪ Builder		▪ shopfitter and joiner	▪ bricklayer				
Mandatory course requirements to attain an HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.							
Admission Requirements To enrol in CPC20122 Certificate II in Construction Pathways , students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.							
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.							
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.							
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.							
Course consumables: \$[school to insert consumable amount] WhiteCard will be delivered by _____ \$ _____ Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. If you are unable to make contributions or are experiencing financial difficulty, please contact your school. Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. Please discuss any matters relating to refunds with your school							
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.							
Exclusions: VET course exclusions can be confirmed with the school.							

Entertainment Industry

Entertainment Industry Course Descriptor 2019

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: CUA30415 Statement of Attainment towards

Certificate III in Live Production and Services

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

Course: Entertainment Industry (240 indicative hours) Board Developed Course Number: 26401		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The CUA30415 Statement of Attainment towards Certificate III in Live Production and Services is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CUA Creative Arts and Culture Training Package (Release 3.0) (https://training.gov.au/Training/Details/CUA). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
CUA30415 Statement of Attainment towards Certificate III in Live Production and Services			
4 Core CPCOHS1001A Work safely in the construction industry CUAIND301 Work effectively in the creative arts industry CUAWHS302 Apply work health and safety practices SITXCCS303 Provide service to customers 8 Electives CUASOU301 Undertake live audio operations Group A CUALGT301 Operate basic lighting Group A		8 Electives (cont) CUASTA301 Assist with production operations for live performances Grp A CUAVSS302 Operate vision systems Group A MEM18002B Use power tools/hand held operations Other CUASOU306 Operate sound reinforcement systems Group A CUASMT301 Operate sound reinforcement systems Group A CUASTA202 Assist with bump in and bump out of shows Group C N. B. Additional competencies (2 core and 1 elective) are required to achieve the full qualification. Refer to Specialisation Course Descriptor.	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the entertainment industry involves:			
<ul style="list-style-type: none"> Lighting and sound operations Audio visual operations 		<ul style="list-style-type: none"> Set and props construction and staging Creative projects 	
Examples of occupations in the Entertainment Industry			
<ul style="list-style-type: none"> Technical Assistant (Productions) Sound Technician 		<ul style="list-style-type: none"> Assistant venue technician Follow spot operator 	<ul style="list-style-type: none"> Special Effects Assistant
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in CUA30415 Statement of Attainment towards Certificate III in Live Production , students who are interested in lighting, sound, staging, set design and dealing with patrons would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, assignments and students will be involved in performances and productions.			
Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor.			
Complaints and Appeals: Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes: The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$[school to insert consumable amount] Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information, contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Hospitality Kitchen Operations

Hospitality – Kitchen Operations Course Descriptor 2019

Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIT 20416 Certificate II in Kitchen Operations is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1.1) (https://training.gov.au/Training/Details/SIT). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
SIT 20416 Certificate II in Kitchen Operations		Units of Competency	
8 Core BSBWOR203 Work effectively with others SITXWHS001 Participate in safe work practices SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXFSA001 Use hygienic practices for food safety SITXINV002 Maintain the quality of perishable items		5 Electives SITHIND002 Source and use information on the hospitality industry SITXFSA002 Participate in safe food handling practices SITHCCC003 Prepare and present sandwiches SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads Additional units required to attain an HSC credential in this course BSBSUS201 Participate in environmentally sustainable work practices	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
▪ Supporting and working with colleagues to meet goals and working in a team		▪ Preparing menus, managing resources, preparing, cooking food and menu items	
Examples of occupations in the Hospitality Industry			
▪ Breakfast cook ▪ Catering assistant		▪ Fast food cook ▪ Sandwich hand ▪ Takeaway food cook ▪ Trainee chef	
Mandatory course requirements to attain an HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in SIT 20416 Certificate II in Kitchen Operations , students should be interested in working in a hospitality environment preparing and plating food to customers. They should be able to lift and carry equipment and use hand held and larger commercial kitchen equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$[school to insert consumable amount] Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship and apprenticeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Hospitality Food and Beverage Stream



Education
Public Schools

Hospitality Course Descriptor 2019

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIT 20316 Certificate II in Hospitality

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

Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIT 20316 Certificate II in Hospitality is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1.1) (https://training.gov.au/Training/Details/SIT). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
SIT 20316 Certificate II in Hospitality		Units of Competency	
6 Core			
SITXWHS001	Participate in safe work practices	SITHFAB005	Prepare and serve espresso coffee; Group B
BSBWOR203	Work effectively with others	SITHFAB007	Serve food and beverage; Group B
SITHIND002	Source and use information on the hospitality industry	SITXFSA002	Participate in safe food handling practices; Group B
SITXCCS003	Interact with customers	SITHFAB004	Prepare and serve non-alcoholic beverages; Group B
SITHIND003	Use hospitality skills effectively	SITHCCC003	Prepare and present sandwiches; Group B
SITXCOM002	Show social and cultural sensitivity	Additional units required to attain an HSC credential in this course	
6 Electives		SITHCCC001	Use food preparation equipment
SITXFSA001	Use hygienic practices for food safety; Group A	SITXCOM001	Source and present information Group B
		BSBSUS201	Participate in environmentally sustainable work practices Group B
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
▪ Supporting and working with colleagues to meet goals and provide a high level of customer service		▪ Prepare for front of house service, manage resources, preparing and serving a range of food and beverages	
Examples of occupations in the Hospitality Industry			
▪ Café Attendant		▪ Food and Beverage Attendant	▪ Barista
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in SIT 20316 Certificate II in Hospitality , students should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$[school to insert consumable amount] Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. If you are unable to make contributions or are experiencing financial difficulty, please contact your school. Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. Please discuss any matters relating to refunds with your school			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Metal and Engineering

Metal and Engineering Course Descriptor 2019



Education
Public Schools

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: MEM10105 Certificate I in Engineering

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

Course: Metal and Engineering (240 indicative hours) Board Developed Course Number: 26701		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The MEM10105 Certificate I in Engineering is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the MEM05 Metal and Engineering Training Package (Release 11.1) (https://training.gov.au/Training/Details/MEM05). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
MEM10105 Certificate I in Engineering		Units of Competency	
4 Core		MEM18001C Use hand tools - 2 points	
MEM13014A	Apply principles of occupational health and safety in the work environment	MEM18002B	Use power tools/hand held operations - 2 points
MEM14004A	Plan to undertake a routine task	MEM05006C	Perform brazing and or silver soldering - 2 points
MEM15024A	Apply quality procedures	MEM16005A	Operate as a team member to conduct manufacturing, engineering or related activities - 2 points
MEM16007A	Work with others in a manufacturing, engineering or related environment	MEM11011B	Undertake manual handling - 2 points
10 Electives to the value of 24 points		MEM07032B	Use workshop machines for basic operations - 2 points
MEM12023A	Perform engineering measurements - 5 points	MEM16008A	Interact with computing technology - 2 points
MEM12024A	Perform computations - 3 points	Additional units required to attain an HSC credential in this course	
MEM15002A	Apply quality systems - 2 points	Induction - Manufacturing, engineering and related services industries induction	
		Content only - Interpret technical drawing	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry			
Skills gained in this course transfer to other occupations. Working in the engineering industry involves:			
▪ communication	▪ problem-solving	▪ teamwork	▪ initiative and enterprise
Examples of occupations in the engineering industry			
▪ metal production engineer	▪ Fabrication engineer	▪ production engineer	
Mandatory course requirements to attain an HSC credential in this course			
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements			
To enrol in MEM10105 Certificate I in Engineering , students require the physical ability to be able to use hand and power tools and lift and carry small and large objects. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment			
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes			
The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$[school to insert consumable amount]			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. If you are unable to make contributions or are experiencing financial difficulty, please contact your school.			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. Please discuss any matters relating to refunds with your school			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Sport Coaching



Education
Public Schools

Sport Coaching Course Descriptor 2019

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIS20513 Certificate II in Sport Coaching

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

Course: Sport Coaching (240 indicative hours) Board Endorsed Course Number: 50402		Total of 4 units of credit – Preliminary and/or HSC
The SIS20513 Certificate II in Sport Coaching is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.		
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIS10 Sport, Fitness and Recreation Training Package (Release 3.1) (https://training.gov.au/Training/Details/SIS10). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.		
SIS20513 Certificate II in Sport Coaching		Units of Competency
8 Core (Attempt All Units) BSBWOR202A Organise and complete daily work activities HLTAID003 Provide first aid (to be delivered by an external RTO) SISSCO101 Develop and update knowledge of coaching practices SISSCO202 Coach beginner or novice participants to develop fundamental motor skills SISSDE201 Communicate effectively with others in a sport environment SISXCA102A Assist in preparing and conducting sport and recreation sessions		SISXIND211 Develop and update sport, fitness and recreation industry knowledge SISXWHS101 Follow work health and safety policies 5 Electives (Attempt All Units) SISSSPT201A Implement sports injury prevention SISXCA101A Provide equipment for activities ICPDMT263 Access and use the Internet SISSSPT303A Conduct basic warm-up and cool-down programs SISSOF101 Develop and update officiating knowledge
Specialisation (Choose ONE specialisation group ONLY) Basketball SISSBSB201A Teach fundamental basketball skills SISSBSB202A Teach fundamental basketball tactics and game strategy SISSBSB205 Interpret and apply the rules of basketball Athletics SISSATH201A Teach the fundamental skills of athletics SISSOF203 Judge competitive situations		Netball SISSNTB204A Teach foundation netball skills SISSNTB203A Participate in conditioning for netball Rugby League SISSRGL204A Teach the skills of Rugby League for modified games SISSRGL203A Participate in conditioning for Rugby League
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.		
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the sport industry involves:		
<ul style="list-style-type: none"> assisting coaching sport application of sports and competition rules 		<ul style="list-style-type: none"> teaching basic sports skills organising and completing daily tasks
Examples of occupations in the Sport Industry		
<ul style="list-style-type: none"> sports trainer or coach sports official 	<ul style="list-style-type: none"> athletic support worker administration officer 	<ul style="list-style-type: none"> community coach
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 35 hours work placement over two years to practise and extend their learning.		
Admission Requirements To enrol in SIS20513 Certificate II in Sport Coaching , students will be required to work in teams and perform under supervision or independently in a sporting environment or school. Students must be aware that they will need to have the physical ability to participate in the practical skills required for the course, and play a variety of sports and be able to demonstrate sports skills to junior players. These are inherent skill requirements for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.		
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.		
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.		
Course consumables: \$[school to insert consumable amount] Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>		
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.		
Exclusions: VET course exclusions can be confirmed with the school.		

Life Skills

Board Developed Courses

Life Skills courses are Board Developed courses that are specially designed to meet the needs of students within the context of an individual transition-planning process.

Course	Units	Year		ATAR
		11	12	
Ancient History Life Skills NEW	2	✓	✓	No
English Life Skills NEW	2	✓	✓	No
Mathematics Life Skills NEW	2	✓	✓	No
Modern History Life Skills NEW	2	✓	✓	No
Science Life Skills NEW	2	✓	✓	No
Citizenship and Society Life Skills	2	✓	✓	No
Community and Family Studies Life Skills	2	✓	✓	No
Creative Arts Life Skills	2	✓	✓	No
Human Society and its Environment Life Skills	2	✓	✓	No
Personal Development Health & Physical Education Life Skills	2	✓	✓	No
Technology Life Skills	2	✓	✓	No
Work and Community Life Skills	2	✓	✓	No

Life Skills courses are not examined externally and do not contribute to an ATAR.

Students are also able to access discrete TAFE NSW courses.

New Australian Curriculum Life Skills Syllabi

This section contains all the new Australian Curriculum Life Skills syllabi (commenced 2018). All other board developed courses will continue to use the NSW Curriculum syllabus. New Australian Curriculum syllabi will eventually be created for all board developed courses.

Ancient History Life Skills (non ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

The Ancient History Life Skills Stage 6 Syllabus aligns with the rationale, aim, objectives and outcomes of the Ancient History Stage 6 Syllabus. The Life Skills content has been developed from the Ancient History syllabus to provide opportunities for integrated course delivery.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the History Stage 6 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 6 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

Course Content

Year 11 (120 hours) Year 12 (120 hours)	Ancient History
	Investigating Ancient History <ul style="list-style-type: none"> • The Nature of Ancient History • Case Studies
	Features of Ancient Societies
	Historical Investigation
	Cities of Vesuvius – Pompeii and Herculaneum
	Ancient Societies
	Personalities in their Times
	Historical Periods

English Life Skills (non ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

English Life Skills is designed for students with special education needs who are unable to access the outcomes of the Stage 6 English courses even with adjustments to teaching, learning and assessment. It provides an opportunity for students to engage in personalised learning of English through the selection of outcomes and content relevant to the student's abilities, needs and interests. Students undertaking English Life Skills are eligible for the award of the Higher School Certificate.

Course Content

Year 11 (120 hours)	English Life Skills
	Modules may be drawn from the list provided.
Year 12 (120 hours)	
Text selections	<p>Teaching and learning opportunities which draw from a diverse range of texts can assist students to broaden and develop their own language skills.</p> <p>Opportunities may be provided for students to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts, including print and multimodal texts. <p>Where appropriate, the selection of texts should give students experience of the following:</p> <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and the peoples and cultures of Asia • Australian texts, including texts by Aboriginal authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives, popular and youth cultures • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Mathematics Life Skills (non ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

The Mathematics Life Skills Stage 6 Syllabus aligns with the rationale, aim, objectives and outcomes of the Mathematics Standard Stage 6 Syllabus. The Life Skills content has been developed from the Mathematics Standard syllabus to provide opportunities for integrated course delivery.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the Mathematics Stage 6 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 6 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

For students undertaking Mathematics Life Skills:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in the NESA website.

Outcome code	Interpretation
MALS6-6	Mathematics Life Skills, Stage 6 – Outcome number 6
MS11-1	Mathematics Standard, Year 11 – Outcome number 1
MS1-12-4	Mathematics Standard 1, Year 12 – Outcome number 4
MS2-12-5	Mathematics Standard 2, Year 12 – Outcome number 5

Modern History Life Skills (non ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

The Modern History Life Skills Stage 6 Syllabus aligns with the rationale, aim, objectives and outcomes of the Modern History Stage 6 Syllabus. The Life Skills content has been developed from the Modern History syllabus to provide opportunities for integrated course delivery.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the History Stage 6 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 6 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

Course Content

Year 11 (120 hours) Year 12 (120 hours)	Modern History
	Investigating Modern History <ul style="list-style-type: none"> • The Nature of Modern History • Case Studies
	Historical Investigation
	The Shaping of the Modern World
	Power and Authority in the Modern World
	National Studies
	Peace and Conflict
	Change in the Modern World

Science Life Skills (non ATAR)

2 units in Year 11 and Year 12

Board Developed Course

Rational

The Science Life Skills Stage 6 Syllabus aligns with the rationale, aim, objectives and outcomes of the Investigating Science Stage 6 Syllabus. The Life Skills content has been developed from each discipline of Science, providing opportunities for independent or integrated delivery with other Stage 6 Science courses.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the Science Stage 6 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 6 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

Course Content

For each course: Year 11 (120 hours) Year 12 (120 hours)	Working Scientifically Skills	Course	Suggested modules	Depth studies
		Investigating Science Life Skills	Cause and effect Scientific models Science and technology Science and society	
		Physical World Science Life Skills	Forces and motion Energy	
		Earth and Space Science Life Skills	Earth's resources Human impacts Earth's processes and hazards Resource management	
		Living World Science Life Skills	The structure and organisation of living things Diversity and ecosystems Heredity and genetics Disease and disorders	
		Chemical World Science Life Skills	Properties of matter Chemical reactions	

Continuing NSW Life Skills Syllabi

Citizenship and Society Life Skills (non ATAR) 16630

2 Units for each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

The course focuses on the development of the knowledge and understanding, skills, values and attitudes that will enable students to participate in all aspects of Australian society.

The course emphasises practical experiences of a range of roles and responsibilities in everyday activities. Students can develop their skills in travelling around the local community and gain an understanding of the importance of balancing work and training with planned holidays. The course focuses on personal roles, rights and responsibilities in relation to the law, and emphasises what it means to be a citizen of Australia and to participate in democratic processes.

Students also develop their knowledge and understanding of social, cultural and environmental features of Australia, as well as engage with the wide range of significant people, issues and events that have influenced Australia's development. The course will also examine key events, issues and challenges facing Australia and the world today and how they may need to be addressed.

Community and Family Studies Life Skills (non ATAR) 16697

2 Units for each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

This course focuses on developing and understanding, skills, values and attitudes across a range of post-school environments. Students develop an understanding of how to manage their physical, emotional, social/cultural, spiritual and economic wellbeing, gaining skills in setting goals and maintaining positive relationships. They explore the nature of families and recognise and value differences in family structures and roles of family members as well as identify ways in which families can be supported by the community.

Students learn about the role of groups in society and explore what it means to be part of a group. They develop personal skills as well as skills in information and communication technology to effectively participate as a member of a group.

Students also develop an understanding and appreciation of issues and challenges for specific groups in society. They develop knowledge, understanding and skills in relation to rights and responsibilities of being an adult, in particular independent living, decision making and building support networks. Students have opportunities for productive participation in work and community environments and explore how technology impacts on life.

Creative Arts Life Skills (non ATAR) 16650

2 Units for each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

The syllabus provides students with the opportunity to undertake one or more of 4 courses as part of their pattern of study. The syllabus contains a specific course in each of the following creative arts: Dance, Drama, Music and Visual Arts.

The course focuses on the development of an awareness and understanding in a range of art forms to suit the students' individual

needs and interests. Students are offered opportunities for self-expression and personal choice, communication and the sharing of cultural views. The course contains the option to develop a course that draws on the outcomes and content from any of the modules across the creative arts.

Human Society and its Environment Life Skills (non ATAR) 12892

2 Units for each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

The course emphasises practical experiences of a range of roles and responsibilities in everyday activities.

The Human Society and its Environment Life Skills Syllabus provides students with the opportunity to undertake one or more of the eight courses in each Aboriginal Studies, Business and Economics, Citizenship and Legal Studies, Geography, History, Society and Culture, Studies of Religion and the option to develop a course that draws on a range of outcomes and content across the modules.

Personal Development, Health and Physical Education Life Skills (non ATAR) 16620

2 Units for each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

The course emphasises effective management of a range of personal health issues that are critical to daily life. Students can develop a broad understanding of the importance of health practices that will enable them to lead healthy lifestyles. They will have the opportunity

to participate in activities that will enhance their ability to engage appropriately in a range of interpersonal relationships. Students' effective participation in a range of post school environments will be supported by the development of skills in a range of safe living practices.

The course will assist students to engage in a range of leisure activities that will enhance their post-school life as well as providing students with experiences and information to enable them to engage in outdoor activities as a participant or spectator.

Technology Life Skills (non ATAR) 16686

2 Units for each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

This course provides students with opportunities to develop skills in accessing technology to facilitate their greater participation and independence in post-school environments.

The Technology Life Skills Syllabus provides students with the opportunity to undertake one or more of 7 courses as part of their pattern of study. The syllabus contains a specific course in each of the following technologies: Agriculture Life Skills, Design and Technology Life Skills, Food Technology Life Skills, Industrial Technology Life Skills, Information Processes and Technology Life Skills and Textile and Design Life Skills. It also contains the option to develop a course that draws on outcomes and content from any of the modules across the technologies.

Work and Community Life Skills (non ATAR) 16670 2 Units for each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

The course emphasises the development of students' understanding of the nature, patterns, variety and implications of paid and volunteer work. Students can develop a personal portfolio and will have the opportunity to clarify their expectations of workplace and community-based environments on the basis of actual experiences. They will be provided with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter.

The course focuses on skills in communication, awareness of rights and responsibilities and safe and successful working practices. Opportunities will be provided for students to develop skills through graduated experiences and participation in the workplace and community-based learning environments that have been determined through the individual transition-planning process.

Technical and Further Education (TAFE) Courses

Board Endorsed Courses have syllabuses endorsed or approved by the NESA to cater for areas of special interest. All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement. Board Endorsed Courses do not count towards calculation of the ATAR as there is no external exam and assessment is school based.

There are several Board Endorsed Courses delivered by campuses and many delivered by TAFE NSW (known as TVET) within the Northern Beaches Secondary College. Additional TVET subjects may be available and some subjects listed are subject to Board approval.

Disclaimer: TAFE courses offered are not guaranteed to run.

School Based Apprenticeships/Traineeships

School Based Apprenticeships and Traineeships are work based training programs that combine structured training with paid work and lead to nationally recognized qualifications. School Based Apprenticeships and Traineeships count for a minimum towards HSC units.

School Based Apprenticeships give students the opportunity to commence a trade whilst still at school. School Based Apprentices complete the first stage of their apprenticeship by the end of their HSC year.

School Based Trainees complete their traineeship by the end of their HSC year.

Industry Based Learning is a NESA Endorsed Course attached to the on-the-job component and can count for an extra 2 units in the Preliminary year and the HSC year.

School Based Apprenticeships

A typical example of an apprenticeship program is:

- Paid work - usually one day per week and during school holidays.
- Training - usually one day per week in the trade class at TAFE NSW or a private provider.

Common School Based Apprenticeships may include:

- Automotive
- Beauty
- Carpentry
- Commercial Cookery
- Electrotechnology
- Hairdressing
- Plumbing

There are many more apprenticeships available across a range of industry areas. Students must source their own employer.

School Based Traineeships

A typical example of a Traineeship program is:

- Paid work - usually one day per week and during school holidays.
- Minimum of 100 days paid work over 2 years.
- Training - usually half a day a week.

Common School Based Traineeship may include:

- Automotive Vehicle Body
- Hotel Management
- Property Real Estate
- Retail
- Sport and Recreation
- Tourism

There are many qualifications available across a range of industry areas. For success in a Traineeship Program it is advisable to source a suitable employer. For further information [visit www.sbatinnsw.info](http://www.sbatinnsw.info)

TAFE Board Developed Courses

The Northern Sydney Institute, part of TAFE NSW

Framework Courses

Course	Year		ATAR
	11	12	
Automotive – Vehicle Mechanics	✓	✓	Yes
Electrotechnology – Career Start	✓	✓	Yes
Financial Services- Accounts Administration	✓	✓	Yes
Human Services – Health Services Assistance	✓	✓	Yes
Information & Digital Technology- Digital Animation	✓	✓	Yes
Information & Digital Technology- Network & Hardware	✓	✓	Yes
Information & Digital Technology- Web & Software Applications	✓	✓	Yes
Tourism, Travel and Events- Events	✓	✓	Yes
Tourism, Travel and Events- Tourism	✓	✓	Yes

Only courses offered at Northern Beaches TAFE are listed

Automotive - Mechanical (ATAR Cat B)

Board Developed Course TAFE NSW Delivery

Mandatory Work Placement

AUR20716 CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

STREAM FOCUS AREAS:

Mechanical Technology

Vehicle Body

Course description: You will gain a range of skills suitable for employment in the automotive industry. There are two streams of study available focusing on providing you with the knowledge and skills in performing minor service and preparatory work in the light or heavy vehicle mechanical area of the automotive industry, or in auto body repair work industry.

Career opportunities: Trades assistant, vehicle service assistant, automotive service assistant, trainee service person, vehicle body repair assistant, vehicle detailer, refinishing assistant and trim assistant, automotive trainee and/or automotive apprentice.

Electrotechnology – Career Start (ATAR Cat B)

Board Developed Course TAFE NSW Delivery

Mandatory Work Placement

UEE22011 CERTIFICATE II IN ELECTROTECHNOLOGY (CAREER START)

UEE20511 CERTIFICATE II IN COMPUTER ASSEMBLY AND REPAIR

Course description: These courses will provide you with entry level training for employment in the electrotechnology industry. You will cover skills in safe work practices, problem solving and routine work activities. Learn how to design, install, service, repair and maintain electrical and electronic equipment.

Career opportunities: Apprenticeships in the areas of air conditioning, refrigeration and electrical fitting.

Financial Services - Accounts Administration (ATAR Cat B)

Board Developed Course TAFE NSW Delivery

Mandatory Work Placement

FNS30315 CERTIFICATE III IN ACCOUNTS ADMINISTRATION

Course description: You will learn about industry entry level activities such as accounts payable, accounts receivable, payroll, cashier functions, preparation of trial balance, bookkeeping, EFT/e-business, purchases and sales, manual and computerised systems and preparation of basic financial reports.

Career opportunities: Employment in accounts receivable/payable and computer based bookkeeping.

Human Services – Health Services Assistance (ATAR Cat B)

Board Developed Course TAFE NSW Delivery

Mandatory Work Placement

HLT33015 CERTIFICATE III IN ALLIED HEALTH

HLT33115 CERTIFICATE III IN HEALTH SERVICE ASSISTANCE

CHC33015 CERTIFICATE III IN INDIVIDUAL SUPPORT (AGEING)

STREAM FOCUS AREAS:

Allied health

Nursing assistance in acute care

Ageing, independence and wellbeing

Course description: If you are considering a career in the health industry then the above qualifications will help you achieve your first step. Choose from an allied health career or nursing in an acute or aged care setting.

Career opportunities: Podiatry, physiotherapy, occupational or speech therapies, nursing and aged care.

Information and Digital Technology

Board Developed Course TAFE NSW Delivery

Work Placement Mandatory

ICT30115 CERTIFICATE III IN INFORMATION, DIGITAL MEDIA
AND TECHNOLOGY

STREAM FOCUS AREAS:

Digital animation

Networking and hardware

Web and software applications

Course description: This course provides the foundation skills and knowledge to use information technology in any industry.

Career opportunities: Technical support, network administration, web technologies, software applications and digital media technologies.

Tourism, Travel and Events

Board Developed Course TAFE NSW Delivery

Work Placement Mandatory

SIT30216 STATEMENT OF ATTAINMENT TOWARDS CERTIFICATE III IN TRAVEL
SIT30116 CERTIFICATE III IN TOURISM
SIT30516 CERTIFICATE III IN EVENTS

Course description: Gain skills for employment in a range of sectors in the tourism and events industries, focussing on providing customer service, tourism advice and communicating with customers from diverse backgrounds.

Career opportunities: Events coordinator, conference assistant, tourism consultant, reservations clerk, group tour coordinator, sales officer, tour/museum guide, conference organiser and events manager.

TAFE Board Endorsed Courses

The Northern Sydney Institute, part of TAFE NSW

These courses give you unit credit towards your HSC but do not count towards an ATAR.

Course	Year		ATAR
	11	12	
Community Services Introduction to Children's Services	✓	✓	No
Community Services Social Work (Welfare)	✓	✓	No
Hair and Beauty Services – Retail Cosmetics	✓	✓	No
Hair and Beauty Services – Salon Assistant	✓	✓	No
Property Services (Agency)	✓	✓	No
Sport, Fitness and Recreation	✓	✓	No

Only courses offered at Northern Beaches TAFE are listed

Community Services - Introduction to Children's Services

Board Endorsed Course TAFE NSW Delivery

Work Placement Mandatory

CHC22015 CERTIFICATE II IN COMMUNITY SERVICES
CHC32015 CERTIFICATE III IN COMMUNITY SERVICES

Course description: You will learn a range of skills to prepare you for a career in community services work. This industry involves working with a diverse range of people and incorporates disabilities, aged care, youth work and children's services sectors.

Career opportunities: The community services sector is experiencing rapid growth and there is a high demand for skilled workers across all disciplines particularly in regional areas. Careers include roles in mental health, social work, disabilities, community care to name a few.

Hair and Beauty Services – Retail Cosmetics

Board Endorsed Course TAFE NSW Delivery

Work Placement Mandatory

SHB20116 CERTIFICATE II IN RETAIL COSMETICS

Course description: Acquire skills in designing and applying make-up, cleansing skin, demonstrating the use of skin care products and applying nail technology. Learn to use your product knowledge to consult with clients and make recommendations on products.

Career opportunities: Make-up artist, beauty assistant working in the film/television industry or beautician.

Hair and Beauty Services – Salon Assistant

Board Endorsed Course TAFE NSW Delivery

Work Placement Mandatory

SHB20216 CERTIFICATE II IN SALON ASSISTANT

Course description: You will develop practical skills including how to braid, apply colour and blow-wave, as well as learn head, neck and shoulder massage skills.

Career opportunities: This course is for people who want to gain employment as a hairdressing salon assistant or hairdressing receptionist.

Property Services (Agency)

Board Endorsed Course TAFE NSW Delivery

Work Placement Mandatory

CPP30211 CERTIFICATE III IN PROPERTY SERVICES (AGENCY)

Course description: You will develop the skills you need to provide support to the functional areas within either a real estate/property agency or a stock and station agency. Completion of the course will enable you to satisfy the training requirements to apply for a certificate of registration issued by the NSW Office of Fair Trading to work in the real estate or stock and station property sector.

Career opportunities: Real Estate office administrator or property office.

Sport, Fitness and Recreation

Board Endorsed Course TAFE NSW Delivery

Work Placement Mandatory

SIS20213 CERTIFICATE II IN OUTDOOR RECREATION

SIS20115 CERTIFICATE II IN SPORT AND RECREATION

SIS20412 CERTIFICATE II IN SPORT CAREER ORIENTATED PARTICIPATION

SIS30613 CERTIFICATE III IN SPORT CAREER ORIENTATED PARTICIPATION

Course description: These courses are for students wishing to pursue a career in the sport, recreation, adventure activity or fitness industry. The entry level courses will provide you with skills and knowledge to coach novice participants, conduct basic warm-up and cool-down sessions and respond to emergency situations.

These qualifications will give you the skills and knowledge to pursue a career as an athlete at a regional, state or territory level. Those undertaking this qualification should hold a scholarship with an Institute of Sport, be a member of a state, territory or national team, squad or development program, a state, territory or national talent development program, or a member of a second tier national competition.

Career Planning Guide

The Career Planning Guide section has been designed to help you make an informed and thoughtful decision about the subjects and pattern of study that will undertake in your senior years. It is supported by the expert careers advice and guidance that is available at each campus of the Northern Beaches Secondary College.



The Career Planning Guide will help you to make wise decisions about your future, and will help to facilitate a seamless transition from school to your post school destination. It is meant as a guide only, to help you identify subjects and subject combinations that are most useful for the career area that you might be considering.

Disclaimer: The information in the Career Planning Guide is based on the current UAC Guide, TAFE NSW Handbook, private provider websites, UAC University Entry Requirements Year 10 Booklet, HSC TAFE Credit Transfer website, and HSC subject information from the NESA. Individuals must check carefully specific course requirements, credit transfer arrangements and advice from individual institutions and employers.

Introduction

Subject choice should be primarily made on the basis of your interests, abilities and career plans. It is important that you think about your interests and strengths before you begin to choose your subjects. If you choose subjects that you like and are good at, you should enjoy studying them, do well in them and learn skills that you can use later in life. If you already have a career path in mind, then your choice of subjects can be designed to maximise credit transfer and perhaps fast track you into your career. If you are unsure of your career plans, then choosing subjects that you like and are good at may open up options for you and help you to decide on a suitable career path.

Different subject combinations are appropriate for different students, depending on the level of training that you are prepared to undertake. It is possible to “start at the bottom” in the career structure and work your way up, or to continue your education beyond school and enter the career on a higher level. The Guide demonstrates that progression from one career level to another is always possible. For example, a Certificate gained at school may give credit transfer to a diploma at TAFE NSW, which may give credit transfer to a degree at university.

While universities often assume a certain level of achievement in specified HSC courses (assumed knowledge), there are very few courses which specify subjects that must be studied at school (prerequisites). Some universities offer bridging or introductory courses that enable people who do not have the recognised level of assumed knowledge to achieve the recommended HSC standard. You must carefully research entry requirements and university recommendations that are relevant to you.

An ATAR is not needed if you are planning to progress to TAFE NSW after your HSC, as acceptance into a TAFE NSW course is based on an application process that considers several criteria including HSC performance in related subjects, demonstrated interest in the subject and work-related experience.

Private providers have their own criteria for entry which varies between each provider. You will need to check each one individually. They require the payment of fees which are not able to be paid via Fee Help.

For direct entry into the workforce after the HSC, it is more important for you to be able to demonstrate a good attitude to work, skills, or a willingness to learn skills, in the related area, and experience in the work place.

The study of dual accredited Vocational Education and Training (VET) courses, delivered at school or TAFE NSW, will give you the opportunity to fast track into careers in a related industry. VET courses contribute units to your HSC and contribute to a nationally recognised Australian Qualification Framework (AQF) award. Workplace learning is an integral part of VET. It may even be possible for you to complete a part time Traineeship in your chosen industry while you are still at school.

If you have clear career goals you should ensure that your subject selection satisfies all prerequisites, maximises your credit transfer and teaches you appropriate skills for your chosen vocation. If you have no clear career goals you should try to ensure that you receive a good general education, gain skills useful in a range of career areas and keep open your options for further study.

What is credit transfer?

The Australian Qualifications Framework (AQF) is a single, national, coherent framework for qualifications from the Higher School Certificate (HSC) to a Doctoral Degree. It links together all these qualifications and promotes lifelong learning, encouraging continual upgrading of knowledge and skills.

The Northern Beaches Secondary College is committed to providing pathways between the school, the vocational education sector and the higher education sector.

Credit Transfer is a form of recognition based on a formal arrangement between educational institutions. Credit Transfer is not automatic and must be applied for at the time of enrolment at TAFE or university.

Credit Transfer arrangements negotiated between the NSW NESA and TAFE NSW enable you to get credit for HSC studies you have already completed. It applies to a range of HSC courses such as English, Business Studies and Biology, and includes Vocational Education and Training (VET) courses such as Accounting, Information Technology and Hospitality.

School Sector	Vocational Education and Training Sector: TAFE and private providers	Higher Education Sector: University
		Doctoral
		Masters
		Graduate Diploma
		Bachelor Degree
		Advanced Diploma
		Diploma
	Certificate IV	
Certificate III	Certificate III	
Certificate II	Certificate II	
Certificate I	Certificate I	
HSC		

For details of credit transfer see www.det.nsw.edu.au/hsctafe and individual university web sites such as: www.uts.edu.au

Examples of career pathways

The tables in the Career Planning Guide demonstrate clearly that you can enter careers at several different levels. After the Higher School Certificate (HSC), it is possible to start on a career path by:

- going straight into the workforce
- continuing in education at TAFE NSW or private providers
- seeking professional qualifications from university.

Applied Science

Year 11 and Year 12 Program:

Compulsory Subjects	Suggested Subjects	
	School Delivered	TAFE NSW Delivered
English Advanced or English Standard or English as an Additional Language or Dialect or English Studies	Biology Chemistry Earth & Environmental Science Engineering Studies Food Technology Geography Information Processes & Technology Information Technology Languages Mathematics Mathematics Standard Mathematics Preliminary Extension 1 Mathematics HSC Extension 1 and 2 Metal & Engineering PDHPE Physics Software Design & Development	Automotive (Multiple Selections) Aviation - Aircraft Operations Community Recreation (Sports & Recreation - Fitness) Computer Aided Drafting (CAD) Electrotechnology/Electrical Information Technology Specialisation (Web Design) Outdoor Recreation
<ul style="list-style-type: none"> • Other subjects may be chosen from any area of the curriculum to suit individual interests and abilities. • Selection for university study requires an ATAR that is calculated from 10 units of eligible subjects. • The study of a science or related course at university usually assumes HSC study of Mathematics or higher. It is recommended that science related subjects are studied for the HSC, with Chemistry and Physics being the most useful depending on the area of specialisation. Bridging courses and introductory subjects are sometimes available for students with insufficient background in Mathematics or Science. • Careers in science usually assume skills in the use of technology. 		

Career Pathways:

Employment	TAFE NSW	University
New Apprenticeships Fitness Leader Food Industry Green keeping Laboratory Assistant Landscaping Local Government Nursery Parks & Gardening Personal Trainer Polymer Processing	Advanced Diploma, Diploma and Certificates in: Agriculture Animal Attending/Technology Applied Science (Biological Techniques) Aviation Building Studies Engineering Environmental Technology & Practice Horticulture Hydrology and Environmental Management Laboratory Techniques Laboratory Technology (Biological, Food) Outdoor Recreation Pathology, Manufacturing/Chemical Sport & Recreation Viticulture	Bachelor degrees in: Advanced Science Agriculture Architecture Biotechnology & Bioinformatics Computer Science Engineering Environmental Science Food Sciences/Viticulture/Dietetics Forensic Science Health Sciences/Sport Sciences Marine Mathematics Nanotechnology Natural Resources Physics/Chemistry/Biology Psychology Science Media and Communications Surveying
Refer to current TAFE NSW and University Handbooks, UAC Guide, UAC Year 10 Entry Requirement booklet and HSC TAFE NSW Credit Transfer Guide for further job and course information.		
There are many private providers which offer alternate diploma and degree courses that are often run in partnership with universities. Refer to specific providers for information or ask your Careers Adviser.		

Building and Construction

Preliminary and HSC Program:

Compulsory Subjects	Suggested Subjects	
	School Delivered	TAFE NSW Delivered
English Advanced or English Standard or English as an Additional Language or Dialect or English Studies	Ancient History Business Studies Construction Design & Technology Industrial Technology Information Technology Languages Mathematics Mathematics Standard Metal & Engineering Modern History Physics Senior Science Visual Arts	Automotive (Multiple Selections) Computer Aided Drafting (CAD) Construction Specialisation Electrotechnology/Electrical Property Services (Agency)
<ul style="list-style-type: none"> • Other subjects may be chosen from any area of the curriculum to suit individual interests and abilities. • Selection for university study requires an ATAR that is calculated from 10 units of eligible subjects. • A common avenue for entry to the Building and Construction industry is through a trade apprenticeship. Maximum credit into the trade can be gained through the study of the VET course in Construction for the HSC. It is possible to articulate from the trade into higher TAFE NSW and university courses. • It is possible to enter the Building and Construction industry directly through a diploma course at TAFE NSW or a degree course at university. • University study in the field of Building Construction Management usually assumes HSC study of Mathematics (not General Maths). It may be possible to take supplementary Mathematics in your first year at university. The study of HSC Physics may be recommended and Visual Arts may be useful preparation for the study of Architecture. 		

Career Pathways:

Employment	TAFE NSW	University
New Apprenticeships Bricklaying/Block laying Cabinet Making Carpentry Drafting General Construction Traineeship Painting & Decorating Plasterboard/Solid Plastering Plumbing Retail (Hardware, Timber) Roofing Shop Fitting & Detailed Joinery Stonemasonry Tiling Wall & Floor	Advanced Diploma, Diploma and Certificates in: Architectural Technology Building Studies CAD Civil Construction Drafting Electrical Technology Environmental Health & Building Surveying Furniture Design Land & Engineering Survey Mechanical Technology Construction Quantity Surveying Surveying	Bachelor degrees in: Architecture Building Construction Construction/Project Management Engineering Civil Environmental Planning Industrial Design Interior Architecture Management Planning Property Economics Quantity Surveying Surveying Survey & Spatial Information Systems Engineering
Refer to current TAFE NSW and University Handbooks, UAC Guide, UAC Year 10 Entry Requirement booklet and HSC TAFE Credit Transfer Guide for further job and course information.		
There are many private providers which offer alternate diploma and degree courses that are often run in partnership with universities. Refer to specific providers for information or ask your Careers Adviser.		

Business and Administration

Year 11 and Year12 Program:

Compulsory Subjects	Suggested Subjects	
	School Delivered	TAFE NSW Delivered
English Advanced or English Standard or English as an Additional Language or Dialect or English Studies	Business Services Business Studies Economics Geography Information Processes and Technology Information Technology Legal Studies Languages Mathematics Mathematics Standard Mathematics Preliminary Extension 1 Mathematics HSC Extension 1 and 2 Retail Services Software Design & Development	Accounting (Financial Services) Business Services Specialisation Computer Assembly and Repair Hospitality Specialisation Information Technology Specialisation (Web Design) Marketing Property Services (Agency) Tourism and Events
<ul style="list-style-type: none"> • Other subjects may be chosen from any area of the curriculum to suit individual interests and abilities. • Selection for university study requires an ATAR that is calculated from 10 units of eligible subjects. • The study of HSC Mathematics is recommended for a career in Business. University study in the field of Business/Economics/Commerce/Finance usually assumes HSC study of Mathematics (not General Maths) or higher. It may be possible to take supplementary Mathematics subjects in your first year at university to bring a General Mathematics student up to the required standard. <p>The study of HSC Economics, Business Studies, Accounting, Legal Studies and other related subjects is recommended but not essential for further study at tertiary level.</p> <p>The successful completion of the 240 hour Business Services course provides direct credit transfer into TAFE NSW courses in Business Services.</p>		

Career Pathways:

Employment	TAFE NSW	University
New Apprenticeships Business/Office Administration Clerical Administrative Skills Financial Services Hardware Operations (Sales) Information Technology Public Administration Real Estate (Property Management) Real Estate (Sales) Retail Operations Small Business Operation Web Design & Management Wholesale Services Jobs Call Centre Operator Clerical Assistant Retail/Cashier	Advanced Diploma, Diploma and Certificates in: Accounting Asia Pacific Marketing Business Studies Financial Services/Banking & Finance Human Resource Management Information Technology International Business Management Marketing/Advertising/Public Relations Music Industry Skills (Business) Management Office Administration Real Estate (Sales/Property Management) Retail Management Small Business Management Tourism & Hospitality Management	Bachelor degrees in: Accounting Business Management Communications/Public Relations Economics Electronic Business Finance Human Resource Management Industrial Relations Information Technology International Business Law Marketing and/or Advertising Property Economics (Real Estate, Tourism & Hospitality Management) Valuation, Property Management
Refer to current TAFE NSW and University Handbooks, UAC Guide, UAC Year 10 Entry Requirement booklet and HSC TAFE Credit Transfer Guide for further job and course information.		
There are many private providers which offer alternate diploma and degree courses that are often run in partnership with universities. Refer to specific providers for information or ask your Careers Adviser.		

Communication and Humanities

Year 11 and Year12 Program:

Compulsory Subjects	Suggested Subjects	
	School Delivered	TAFE NSW Delivered
English Advanced or English Standard or English as an Additional Language or Dialect or English Studies	Ancient and/or Modern History Business Services Community and Family Studies English Preliminary Extension 1 English HSC Extension 1 and 2 Entertainment Industry History Extension Information Technology Legal Studies Languages Music 1 or 2 Society & Culture Visual Arts	Community Services - Introduction (Children's Services) Community Services - Introduction (Welfare) Marketing Media Journalism Screen & Media (Film and Television) Screen & Media (Multimedia) Visual Arts, Craft & Design (Art Visual)
<ul style="list-style-type: none"> Other subjects may be chosen from any area of the curriculum to suit individual interests and abilities. Selection for university study requires an ATAR that is calculated from 10 units of eligible subjects. University degrees in the humanities, social sciences, communications and law areas do not assume any particular HSC study, however communication skills developed through the study of English are essential. Advanced English is recommended. HSC subjects that develop research, critical thinking and communication skills are recommended. 		

Career Pathways:

Employment	TAFE NSW	University
New Apprenticeships Arts Administration Community Radio Operations Interactive Multimedia Media Journalism Office Administration Printing TV & Video Operations TV & Video Production	Advanced Diploma, Diploma and Certificates in: Advertising Business Legal Services Children's Services Community Services – Drug and Alcohol Film & Television Production Marketing Public Relations	Bachelor degrees in: Advertising and Public Relations Arts Behavioural Sciences Communications Communication Information Management International Studies Journalism and Writing Languages Law Legal & Justice Studies Liberal Studies Media Studies Multimedia Museum Studies Political Science/Social Enquiry Social Sciences Television, Radio, Film and Video
Refer to current TAFE NSW and University Handbooks, UAC Guide, UAC Year 10 Entry Requirement booklet and HSC TAFE Credit Transfer Guide for further job and course information.		
There are many private providers which offer alternate diploma and degree courses that are often run in partnership with universities. Refer to specific providers for information or ask your Careers Adviser.		

Creative and Performing Arts

Preliminary and HSC Program:

Compulsory Subjects	Suggested Subjects	
	School Delivered	TAFE NSW Delivered
English Advanced or English Standard or English as an Additional Language or Dialect or English Studies	Dance Design & Technology Drama English HSC Extension 1 and 2 English Preliminary Extension 1 Entertainment Industry Information Technology Languages Music 1 or 2 Photography, Video and Digital Imaging Textiles & Design Visual Arts	Beauty - Retail Makeup and Skin Care Beauty - Nail Technology Computer Aided Drafting (CAD) Design (Multiple Selections) Hairdressing Information Technology Specialisation (Web Design) Screen & Media (Film and Radio) Screen & Media (Film and Television) Screen & Media (Multimedia) Visual Arts, Craft & Design (Art Visual) Visual Arts, Craft & Design (Digital Photography)

- Other subjects may be chosen from any area of the curriculum to suit individual interests and abilities.
- Selection for university study requires a ATAR that is calculated from 10 units of eligible subjects.
- University study of Creative Arts areas usually assumes the HSC study of Visual Arts and/or Design and Technology and/or Textiles and Design. University study assumes good communication skills so the study of English is important. Additional selection criteria may apply.
- University study of Performing Arts (depending on specialist area chosen) assumes the HSC study of Music (often Music 2 and extension Music), or Drama or Dance. Entry to Performing Arts courses is usually based on an audition and/or interview.
- There are some areas of creative and performing arts that can be studied at TAFE NSW. Many HSC subjects, such as Visual Arts, Design and Technology, Textiles and Design and Entertainment will give direct credit into these courses. Successful completion of TAFE NSW delivered HSC subjects gives advanced standing in the study of related TAFE certificates.

Career Pathways:

Employment	TAFE NSW	University
New Apprenticeships: Beauty Care & Makeup Hairdressing Live Theatre (Technical) Music Business Print Design TV & Video Operations TV & Video Production Jobs: Actor Artist Dancer Model Musician Retail	Advanced Diploma, Diploma and Certificates in: Aboriginal Arts and Cultural Practices Ceramics Design – Graphic, Jewellery, Interior, Product, Fashion, Furniture, Textiles Film & Television Production Fine Arts Make-up Artistry Music Contemporary Music Industry Skills Photography Visual Arts Theatre Costume Design Theatre Performance & Practice Visual Merchandising	Bachelor degrees in: Arts Administration Creative Arts (eg Painting and Photography) Design – Graphic, Interior, Fashion, Textiles, Industrial Education Film/TV Production Fine Arts Multimedia Museum Studies Music Performance, Production & Management Performing Arts – Dance, Drama Sound Engineering Visual Arts/Communication
Refer to current TAFE NSW and University Handbooks, UAC Guide, UAC Year 10 Entry Requirement booklet and HSC TAFE Credit Transfer Guide for further job and course information.		
There are many private providers which offer alternate diploma and degree courses that are often run in partnership with universities. Refer to specific providers for information or ask your Careers Adviser.		

Design

Preliminary and HSC Program:

Compulsory Subjects	Suggested Subjects	
	School Delivered	TAFE NSW Delivered
English Advanced or English Standard or English as an Additional Language or Dialect or English Studies	Construction Design & Technology Engineering Studies Entertainment Industry Information Technology Industrial Technology Languages Mathematics Maths General Music I or II Photography, Video and Digital Imaging Physics Textiles & Design Visual Arts	Beauty - Retail Makeup and Skin Care Beauty - Nail Technology Computer Aided Drafting Design (Multiple Selections) Hairdressing Information Technology Specialisation (Web Design) Screen & Media (Multimedia) Visual Arts, Craft & Design (Art Visual) Visual Arts, Craft & Design (Digital Photography)
<ul style="list-style-type: none"> Other subjects may be chosen from any area of the curriculum to suit individual interests and abilities. Selection for university study requires an ATAR that is calculated from 10 units of eligible subjects. University study in some design areas, such as Architecture, usually assumes the HSC study of Mathematics (not General Maths). The study of Visual Arts, Design and Technology or Physics may be recommended. University study in design assumes good communication skills so the study of English is important. Additional selection criteria such as a portfolio or interview may apply for admission to some Design courses at university and TAFE NSW. There are many areas of design and fine arts that can be studied at TAFE NSW. Some HSC subjects that can be studied at school and TAFE NSW will give direct credit into these courses. Increasingly, study in design assumes some skills using technology and graphics software. 		

Career Pathways:

Employment	TAFE NSW	University
New Apprenticeships Arts (Interactive Multimedia) Cabinet Making Carpentry & Joinery Clothing Production Furnishing (Soft) Furniture Production Graphic Pre-press Jewellery Manufacture & Repair Print Design Retail Sail Making Screen Printing Stencil Preparation Sign Writing Television and Video Production Textile Clothing & Footwear	Advanced Diploma, Diploma and Certificates in: 3D Animation, Digital Effects, Multimedia Aboriginal Arts and Cultural Practices Architectural Technology, CAD, Drafting Design Fundamentals Digital Arts and Photography Event and Entertainment Design Fashion Design Furnishing Industry Graphic Design Interactive Multimedia Interior Design/Decoration Jewellery and Object Design Printing and Graphic Arts Product Design & Development Theatre Costume Design Web Design	Bachelor degrees in: Architecture Creative Arts Creative Arts Teaching Digital Media Design Fashion & Textile Design Graphic Design Industrial Design Interior Design Multimedia Photography Visual Communication Web Design
Refer to current TAFE NSW and University Handbooks, UAC Guide, UAC Year 10 Entry Requirement booklet and HSC TAFE Credit Transfer Guide for further job and course information.		
There are many private providers which offer alternate diploma and degree courses that are often run in partnership with universities. Refer to specific providers for information or ask your Careers Adviser.		

Education, Psychology, Social and Community Services

Preliminary and HSC Program:

Compulsory Subjects	Suggested Subjects	
	School Delivered	TAFE NSW Delivered
English Advanced or English Standard or English as an Additional Language or Dialect or English Studies	Ancient History Biology Community and Family Studies English Extensions 1 and 2 Geography History Extension Information Technology Languages Legal Studies Mathematics Maths General Modern History Music 1 or 2 PDHPE Society & Culture Visual Arts	Community Services - Introduction (Children's Services) Community Services - Introduction (Welfare) Community Recreation (Sports & Recreation - Fitness) Human Services (Allied Health Assistance) Human Services (Health Services Assistance) Outdoor Recreation

- Other subjects may be chosen from any area of the curriculum to suit individual interests and abilities.
- Selection for university study requires an ATAR that is calculated from 10 units of eligible subjects.
- Careers in teaching require a university degree. The subjects recommended for HSC study are directly related to the area of specialisation chosen. Primary teachers employed in government schools must have studied any 2 units of English and any 2 units of Mathematics.
- Professional Psychology requires 6 years of study at university. No previous HSC study is assumed, but Mathematics is recommended. When Psychology is studied in a science degree, a science background is assumed. Psychology can be included as a major in a number of degrees.
- The university study of social work or social sciences assumes no particular HSC study. Subjects should be chosen to suit interests and abilities.
- A satisfactory level of achievement in English is required for entry to diploma level courses in Community Services (Children's Services) at TAFE NSW.
- Successful completion of TAFE NSW delivered HSC subjects gives advanced standing in related TAFE NSW certificates.

Career Pathways:

Employment	TAFE NSW	University
New Apprenticeships: Child Care Community Services Youth Work Jobs: Assistant in Nursing Childcare Assistant Clerical Assistant Community Services (Aged Care, Disability) Dental Nurse Enrolled Nurse Nanny Teachers' Aide	Advanced Diploma, Diploma and Certificates in: Assistant in Nursing Community Management Community Services Aged Care Community Services Alcohol & Drugs Community Services Children's Services Community Services Disability Community Services Welfare Community Services Youth Work Enrolled Nursing Library & Information Services Sport & Recreation Working with Families	Bachelor's degrees in: Aboriginal Studies Early Childhood Education Education – Special/ESL Human Movement Studies Information Management Justice Studies and Policing Nursing Primary Education Psychology Secondary Education Social Sciences Social Work Sociology Sport and Exercise Management Theology & Religious Studies Welfare
Refer to current TAFE NSW and University Handbooks, UAC Guide, UAC Year 10 Entry Requirement booklet and HSC TAFE Credit Transfer Guide for further job and course information.		
There are many private providers which offer alternate diploma and degree courses that are often run in partnership with universities. Refer to specific providers for information or ask your Careers Adviser.		

Engineering

Preliminary and HSC Program:

Compulsory Subjects	Suggested Subjects	
	School Delivered	TAFE NSW Delivered
English Advanced or English Standard or English as an Additional Language or Dialect or English Studies	Biology Chemistry Construction Earth & Environmental Science Engineering Studies Geography Information Processes & Technology Information Technology Languages Mathematics Mathematics Standard Mathematics Extensions 1 and 2 Metal & Engineering Physics Primary Industries Software Design & Development	Automotive (Multiple Selections) Aviation - Aircraft Operations Computer Aided Drafting (CAD) Computer Hardware Servicing Electrotechnology/Electrical Information Technology Specialisation (Web Design) Marine Industry Screen & Media (Multimedia)
<ul style="list-style-type: none"> • Other subjects may be chosen from any area of the curriculum to suit individual interests and abilities. • Selection for university study requires an ATAR that is calculated from 10 units of eligible subjects. • The study of Engineering or a related course at university assumes HSC study of Mathematics (not General Maths) and at least Preliminary and HSC Mathematics Extension 1. The most useful HSC science subjects are Physics and Chemistry. Bridging courses and introductory subjects are sometimes available for students with insufficient background in Maths or Science. • Careers in Engineering assume skills in the use of technology. • Maximum credit into Engineering, Automotive and Electrical trades at TAFE NSW would result from the study of the more practical VET courses that have a work place learning component, such as Metal & Engineering, or related TAFE NSW delivered HSC subjects such as CAD. 		

Career Pathways:

Employment	TAFE NSW	University
New Apprenticeships Aircraft Maintenance Automotive Trades Boat Building Drafting Electrical (Fitting, Instruments, Lift, Mechanic) Electronic (Communications, Office Equip.) Engineering (Mechanical, Electrical/Electronic, Fabrication) Laboratory Assistant Manufacturing Pattern Making/Moulding Plumbing Refrigeration Mechanic	Advanced Diploma, Diploma and Certificates in: Civil/Structural Engineering Electrical Technology Engineering Environmental Technology & Practice Fire Technology Geographic Information Systems Information Technology Laboratory Technology Manufacturing Technology Systems Marine Engineering Mechanical Engineering Mechanical Technology/Engineering Mechatronics Naval Architecture/Boat & Ship Building Survey Drafting Surveying/Land & Engineering Telecommunications Engineering	Bachelor degrees in: Applied Science (Physics, Chemistry, Biological Sciences) Computer Science Engineering Innovation Environmental Science Engineering - Civil, Mechanical, Electrical, Mining, Aeronautical, Environmental, Materials Science, Mechatronics, Computer, Telecommunications, Petroleum, Bioprocess, Geotechnical, Construction Management, Biomedical, Bioinformatics, Chemical, Industrial Chemistry, Survey & Spacial, Photovoltaics and Solar Energy, Renewable Energy, Software Information Technology Surveying
Refer to current TAFE NSW and University Handbooks, UAC Guide, UAC Year 10 Entry Requirement booklet and HSC TAFE Credit Transfer Guide for further job and course information.		
There are many private providers which offer alternate diploma and degree courses that are often run in partnership with universities. Refer to specific providers for information or ask your Careers Adviser.		

Health Sciences, Sport and Recreation

Preliminary and HSC Program:

Compulsory Subjects	Suggested Subjects	
	School Delivered	TAFE NSW Delivered
English Advanced or English Standard or English as an Additional Language or Dialect or English Studies	Biology Business Services Business Studies Chemistry Community and Family Studies Food Technology Hospitality Information Technology Languages Mathematics Mathematics Standard PDHPE Physics Senior Science Sport Lifestyle & Recreation	Community Services - Introduction (Children's Services) Community Services - Introduction (Welfare) Community Recreation - (Sports & Recreation - Fitness) Human Services (Allied Health Assistance) Human Services (Health Services Assistance) Outdoor Recreation Tourism and Events

- Other subjects may be chosen from any area of the curriculum to suit individual interests and abilities.
- Selection for university study requires an ATAR that is calculated from 10 units of eligible subjects.
- A number of health related courses at university are science based and assume or recommend HSC study of Mathematics (not General Maths). The most useful HSC science subject is Chemistry, but Biology, Physics and PDHPE will be useful.
- The study of nursing at university recommends a background in science (any of Chemistry, Biology or Physics), and any 2 units of Mathematics. PDHPE can be substituted for a science and provides a very good background for the study of Nursing.
- University study of Human Movement, Exercise and Sport Management assumes the HSC study of Mathematics (not General Maths) and recommends some background in science. University study assumes good communication skills, so the study of English is important.
- Science based careers usually assume skills in the use of technology.

Career Pathways:

Employment	TAFE NSW	University
New Apprenticeships: Aboriginal and TSI Health Care Support Services Health Support Services Nursing Assistant Sport & Recreation Sporting Operations Jobs: Assistant in Nursing Clinical Coder Community Services (Aged Care, Disabilities) Dental Assistant Dietary Aide Food Preparation/Kitchen Assistant Sports Official (Referee, Coach)	Advanced Diploma, Diploma and Certificates in: Applied Science (Medical, Pathology, Biology) Community Services (Alcohol & Drugs, Children's Services, Welfare, Disabilities, Youth, Aged Care) Dental Assisting Enrolled Nursing/Assistant in Nursing Fitness Instructing Food & Health Support Services Health Office Procedures Nutrition and Dietary Practices Outdoor Recreation Sport (Coaching, Development, Officiating) Sport (Massage Therapy) Sport & Recreation (Leadership, Administration, Coaching, Fitness, Recreation, Management). Tourism & Hospitality Tourism Meetings and Events	Bachelor degrees in: Education Health Administration Human Movement Studies Leisure Management/Tourism Medical Radiation Science Medical Science Medicine Nursing and Midwifery Nutrition & Dietetics/Natural Therapies Occupational and Diversional Therapy Optometry/Orthoptics Pharmacy Physiotherapy Pre Hospital Care/Paramedic Rehabilitation Counselling Speech Pathology/Hearing & Speech Sport and Exercise Management Sport Journalism/Psychology Traditional Chinese Medicine
Refer to current TAFE NSW and University Handbooks, UAC Guide, UAC Year 10 Entry Requirement booklet and HSC TAFE Credit Transfer Guide for further job and course information.		
There are many private providers which offer alternate diploma and degree courses that are often run in partnership with universities. Refer to specific providers for information or ask your Careers Adviser.		

Information Technology

Preliminary and HSC Program:

Compulsory Subjects	Suggested Subjects	
	School Delivered	TAFE NSW Delivered
English Advanced or English Standard or English as an Additional Language or Dialect or English Studies	Business Services Business Studies Economics English Preliminary Extension 1 English HSC Extension 1 and 2 Information Processes and Technology Information Technology Languages Mathematics or General Mathematics Mathematics Preliminary Extension 1 Mathematics HSC Extension 1 and 2 Physics Software Design & Development Visual Art	Business Services Specialisation Computer Aided Drafting (CAD) Computer Hardware Servicing Design (Multiple Selections) Electrotechnology/Electrical Information Technology Specialisation (Web Design) Marketing Visual Arts, Craft & Design (Art Visual)

- Other subjects may be chosen from any area of the curriculum to suit individual interests and abilities.
- Selection for university study requires an ATAR that is calculated from 10 units of eligible subjects.

There is no limit to the number of Information Technology/Computing subjects that you can undertake in your HSC.

- University study of Information Technology or Computing assumes the study of at least HSC Mathematics (not General Maths) and while study of HSC computer subjects is not assumed, it is obviously an advantage for students to have as much experience with computers as possible.
- Maximum credit transfer into a TAFE NSW diploma level course in IT can be gained by undertaking the Information Technology 240 hour course at school and supplementing it with Web Design.

Successful completion of a TAFE NSW Diploma may provide significant credit transfer to related university degrees.

Career Pathways:

Employment	TAFE NSW	University
New Apprenticeships Electronic Equipment Sales and Repair Information Technology Office Administration Security Systems Installation Jobs Clerical Assistant Computer Operator Computer Technician Data Entry Operator Parts Assembly Retail Word Processor	Advanced Diploma, Diploma and Certificates in: Business Office Administration Electronic Technology (Computer Technician) Engineering Technician Interactive Multimedia International Business (Information Systems) Information Technology Programming Information Technology Technical Support IT Business Analysis IT Client Support IT Data Base Administration IT Network Administration/Engineering IT Software Application/Development IT Systems Administration, Analysis, Design IT Website/Management/Production	Bachelor degrees in: Business Information Systems Communications Multimedia Computer Engineering Computer Programming Computer Science e-Commerce Electrical Engineering Information Management Information Technology/Systems IT Professional Practice Innovation Mathematics Software Design & Engineering Telecommunications
Refer to current TAFE NSW and University Handbooks, UAC Guide, UAC Year 10 Entry Requirement booklet and HSC TAFE Credit Transfer Guide for further job and course information.		
There are many private providers which offer alternate diploma and degree courses that are often run in partnership with Universities. Refer to specific providers for information or ask your Careers Adviser.		

Tourism and Hospitality

Preliminary and HSC Program:

Compulsory Subjects	Suggested Subjects	
	School Delivered	TAFE NSW Delivered
English Advanced or English Standard or English as an Additional Language or Dialect or English Studies	Business Services Business Studies Community and Family Studies Design & Technology Food Technology Geography Hospitality Information Technology Languages Mathematics Maths General Retail Services Society and Culture Visual Arts	Business Services Specialisation Hospitality Specialisation Marketing Tourism and Events
<ul style="list-style-type: none"> Other subjects may be chosen from any area of the curriculum to suit individual interests and abilities. <ul style="list-style-type: none"> Selection for university study requires an ATAR that is calculated from 10 units of eligible subjects. The most common means of entry to the Tourism and Hospitality Industry is through diploma or certificate level training delivered by TAFE NSW or other provider. Maximum credit transfer can be gained by completing the 240 hour courses in Tourism and/or Hospitality for the HSC. Some core modules are common to both Tourism and Hospitality. If both Tourism and Hospitality are studied for the HSC additional modules must be included in Year 12 to overcome this exclusion. The study of the Hospitality Specialisation course, delivered by TAFE NSW, provides additional credit. Subjects related to business, such as Business Studies and Business Services, are useful for careers in Tourism and Hospitality Management, while food and design related subjects, such as Food Technology, might be more useful for careers in commercial cookery and catering. Successful completion of a Diploma in Tourism or Hospitality at TAFE NSW provides significant credit transfer into related university degrees. University degrees in Tourism and Hospitality are management based and usually assume the study of HSC Mathematics (not General Maths). 		

Career Pathways:

Employment	TAFE NSW	University
New Apprenticeships Baking Commercial Cookery Hospitality Operations Meat Processing Tourism Operations Wine Operations Jobs Clerical Assistant Events Coordinator/Manager Food Preparation/Kitchen Assistant Hotel Reception Housekeeping Retail Travel Agency (Retail & Wholesale) Waiting and Bar Service Catering	Advanced Diploma, Diploma and Certificates in: Accommodation Services Attractions and Theme Parks Catering Operations Commercial Cookery Food and Beverage Food Studies (Supervision and Promotion) Food Technology Hospitality Management International Retail Sales Kitchen Operations Nutrition and Dietary Practices Tourism Management Tourism Meetings and Events Tourism Retail Travel Sales Tourism Tour Operations/Wholesaling Tourism Visitor Information Services	Bachelor degrees in: Business Administration Coastal Resource Management Eco Tourism Food Science Hospitality Management Hotel & Catering Management Indigenous Tourism Management Languages/International Studies Leisure Studies Marketing Tourism Management Tourism Planning and the Environment
Refer to current TAFE NSW and University Handbooks, UAC Guide, UAC Year 10 Entry Requirement booklet and HSC TAFE Credit Transfer Guide for further job and course information.		
There are many private providers which offer alternate diploma and degree courses that are often run in partnership with Universities. Refer to specific providers for information or ask your Careers Adviser.		



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