



**BLAXLAND HIGH SCHOOL**

**Senior Subject Selection Booklet  
Preliminary Course 2018  
HSC Course 2019**

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# It's Decision time

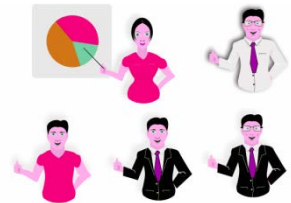
Year 10 is a year in which you have an extremely important decision to make.



Before you decide, please take time to research and consider ALL the options available to you – immediately and in the near future. Talk to parents, friends, teachers and your Careers Adviser.



The decision you make will depend on what you want out of life.



**If you decide to continue your schooling to Year 12**, you will soon have to choose the subjects which you will study for the Higher School Certificate. This booklet has been produced to help you make decisions about your further education. It is designed to provide information and advice for you and your parents in the selection of courses and study programs in the senior school.

**New legislation applies to students who have completed Year 10 and are below the age of 17 years. They must continue their schooling unless they are in full time education or training, paid work, or a combination of these. If you decide to leave after Year 10**, you must prepare well before you actually do leave to find a job, an apprenticeship, traineeship or enrol for further study.

**NB. Consider your decision to leave school carefully.** Be aware that some TAFE enrolments require the HSC and that some employers now require the HSC as a minimum for apprenticeships. You need to find out whether this applies to any apprenticeships/courses you are interested in.

# How to Decide

Find out about each course – talk to your teachers and read this book.

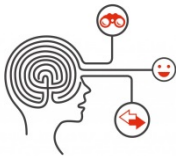
Recognise this is an important decision – take time to investigate and consider all options.

Identify your strengths – choose subjects that develop these strengths and allow you to continue to achieve well.

Discuss your plans – with family, Careers Adviser, employer groups, TAFE and university.

**BE REALISTIC** - SET GOALS THAT ARE RIGHT FOR **YOU**

You need to know YOURSELF



You need INFORMATION



You need ADVICE



You need to find the balance of information and advice that is best FOR YOU



# How NOT to Decide

Don't play the numbers game – you will only do well if you are really interested in a subject.

My friends are choosing the subject – you all have different strengths and goals.

My favourite teacher is teaching it – things change!!!

## **The Only Valid Reasons for choosing your subjects are:**

- INTEREST** - **Subjects you enjoy**
  - ABILITY** - **Subjects you are good at**
  - MOTIVATION** - **Subjects you really want to learn**
- And which are related to  
Your career goals**

### Questions to ask

- What Careers interest me?
- Do I need to study/train after school?
- Where can I study?
- What are the entry requirements?
- What school subjects fit with my career plans?



# What choices do I have?

Higher  
School  
Certificate

**or**

Higher  
School  
Certificate  
With ATAR

Please note that the University Admission Index (UAI) was changed to the Australian Tertiary Admission Rank (ATAR) in June 2009.

Higher School  
Certificate

Higher School Certificate  
with  
Australian Tertiary  
Admission Rank

You ONLY need to gain an ATAR if you plan to:

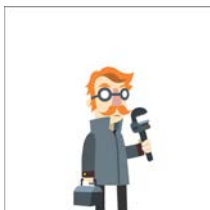
Apply to study at University immediately after Year 12

70% of Higher School  
Certificate Students  
do NOT go directly to  
university from school

TAFE **does NOT** use the ATAR as a way  
of selecting students for courses

## Higher School Certificate

### Apprenticeship



### TAFE



### University



### Work



Students who do not require an Australian Tertiary Admission Rank (ATAR) with their HSC, will usually choose a combination of NESAs Developed and NESAs Content Endorsed Courses – whatever suits their career goals.

REMEMBER: you **MUST** choose:

- **Minimum of 12 units**
- **Minimum of 6 units of NESAs Developed courses**
- **Minimum of 4 subjects**
- **Maximum 6 units of Science**

### POSSIBLE CHOICES –

1. NESAs Developed Courses
2. Vocational Education and Training (VET courses). Students may choose from NESAs Developed Industry Curriculum Framework courses – that can be studied at Blaxland High School or TAFE.
3. TAFE delivered HSC courses for Schools – subjects that are not within the industry curriculum frameworks. These courses are designed to meet student interest in a variety of career areas. Students who successfully complete these courses receive both HSC and TAFE qualifications.
4. NESAs Content Endorsed Courses. These are courses that NESAs has approved (endorsed) for study by students in either Year 11 or Year 12. They cover a wide range of interest areas including specific career pathways. They do not count towards an ATAR.

NOTE: This pattern of study does NOT prevent students from attending University at a later date as Mature Age Students.

## Higher School Certificate and ATAR

University



NSW Police



This pattern of study is chosen by students who wish to enter University or join the NSW Police Service IMMEDIATELY after their HSC; or those students who wish to keep their options open if they are not sure of their future directions at this stage.

To be eligible for an ATAR, students MUST satisfy BOTH NESA HSC Pattern of Study requirements AND additional University determined patterns of study –

Minimum	10 Units NESA Developed
Minimum	2 Units English
Minimum	4 subjects
Maximum	6 units of Science
Maximum	2 Units Category B subject

Category B Courses	
Course Name	Unit Value
Business Services (240 hours) NOT AT BHS	2
Construction (240 hours)	2
Entertainment Industry (240 hours)	2
Hospitality Food and Beverage (240 hours)	2
Information and Digital Technology (240 hours)	2
Metal and Engineering (240 hours)	2
Retail Services (240 hours) NOT AT BHS	2

*NOTE: These are 240 hour Vocational Education and Training (VET) courses.*

An optional written examination will be offered for the HSC. If students want the results from these courses to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination. **#Subject to the ATAR rules.**

**REMEMBER: VET NESA DEVELOPED CURRICULUM FRAMEWORK  
COURSES CAN CONTRIBUTE TO THE ATAR CALCULATION**



# HSC NESAS DEVELOPED COURSES

See course notes following this table for explanation of symbols

<b>Subject</b>	<b>Preliminary and HSC Courses (2 Unit)</b>	<b>Preliminary Extension Courses (1 Unit)</b>	<b>HSC Extension Courses (1 Unit)</b>
Aboriginal Studies	Aboriginal Studies		
Ancient History	Ancient History		HSC History Extension
Biology	Biology		
Business Studies	Business Studies		
Chemistry	Chemistry		
Community and Family Studies	Community and Family Studies		
Dance	Dance		
Design and Technology	Design and Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Standard English Advanced English Studies	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Food Technology	Food Technology		
Geography	Geography		
Industrial Technology	Industrial Technology		
Information Processes and Technology	Information Processes and Technology		
Investigating Science	Investigating Science		
Italian	Italian Beginners		
	Italian Continuers		
Legal Studies	Legal Studies		
Mathematics	<ul style="list-style-type: none"> <li>• Mathematics Standard (Preliminary)</li> <li>• Mathematics Standard 1 &amp; 2 (HSC)</li> <li>• Mathematics</li> </ul>	Preliminary Mathematics Extension	<ul style="list-style-type: none"> <li>• HSC Mathematics Extension 1</li> <li>• HSC Mathematics Extension 2</li> </ul>
Modern History	Modern History		HSC History Extension
Music	Music 1 <sup>2</sup> Music 2 <sup>2</sup>		HSC Music Extension
PD/Health/PE	PD/Health/PE		
Physics	Physics		
Society and Culture	Society and Culture		
Studies of Religion	Studies of Religion		
Visual Arts	Visual Arts		

## HSC Course Notes

### **These notes and footnotes (1-2) refer to the list of courses**

1. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary units and 6 HSC units of Science can be included
2. You must study Music Course 2 if you wish to study HSC Extension Music.

***Additional information about courses and the HSC is available on the NESA website:***

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

# NESA Developed Course Descriptions

The following courses can contribute to the calculation of the ATAR.

## **ENGLISH**

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Society and Culture .....	40
Studies of Religion .....	41

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## **PD/HEALTH/PE**

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## **CAPA**

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HSC Music Extension .....	50
Visual Arts .....	51

## **TAS**

Design and Technology .....	52
Engineering Studies .....	53
Food Technology .....	54
Industrial Technology .....	55
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## Course: English Standard

Course No: 15130

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: English (Advanced); English (Extension)

### Course Description

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. Students engage with texts and explore language forms, features and structures of texts, responding to and composing texts to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

### Main Topics Covered

Preliminary Course – The course consists of three (3) modules. Each module constitutes a third of the course content.

- Common Module- Reading to Write: Transition to Senior English

In this module, students undertake the intensive and close reading of quality texts to further develop the skills and knowledge necessary to analyse and evaluate how and why texts convey complex ideas. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.

- Module A: Contemporary Possibilities

In this module, students engage in a detailed study of one complex multimodal or digital text such as film, media or interactive narratives to extend their understanding and appreciation of the ways that different communication technologies shape the ways that we read and respond to texts created using contemporary technologies.

- Module B: Close Study of Literature

In this module, students develop their knowledge and appreciation of a substantial literary print text, such as a prose fiction, drama or a poetry text. Through their close study of and personal responses to the text in its entirety, students develop an understanding of the ways that language features, text structures and stylistic choices can be used in literary texts to shape meaning.

HSC Course – The course consists of four (4) modules:

- Common Module- Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences as well as the human qualities and emotions associated with, or arising from, these experiences. Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

- Module A: Language, Identity and Culture

Language has the power to both reflect and shape individual and collective identity. In this module, students study one prescribed text in detail, as well as a range of textual material to explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts. Through their responding and composing students deepen their understanding of how language can be used to reveal and challenge prevailing assumptions and beliefs about themselves, individuals and cultural groups.

- Module B: Close Study of Literature

In this module, students engage in the extensive exploration and interpretation of a substantial literary text and the ways the composer portrays people, ideas, settings and situations in the text, exploring the particular ideas and characteristics of the text and understanding the ways in which these characteristics establish its distinctive qualities.

- Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

### Particular Course Requirements

In the Preliminary English (Standard) Course:

There are no prescribed texts for Preliminary English (Standard). However, across Stage 6 the selection of texts must give students experience of the following:

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

The Year 11 course also requires students to support the study of texts with their own wide reading.

HSC English (Standard) Course requires the close study of **three types of prescribed texts**, one drawn from each of the following categories:

- prose fiction
- poetry **OR** drama
- film **OR** media **OR** nonfiction

## Course: English Advanced

Course No: 15140

2 units for each of Preliminary and HSC  
NESA Developed Course

Exclusions: English (Standard)

### Course Description

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 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 find enjoyment in literature.

### Main Topics Covered

Preliminary Course – The course consists of three (3) modules. Each module constitutes a third of the course content.

- Common Module- Reading to Write: Transition to Senior English

In this module, students undertake the intensive and close reading of quality texts to further develop the skills and knowledge necessary to analyse and evaluate how and why texts convey complex ideas. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.

- Module A: Narratives that Shape our World

In this module, students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values. They consider the powerful role of stories and storytelling as a way of: connecting people within and across cultures, communities and historical eras; inspiring change or consolidating stability; revealing, affirming or questioning cultural practices; sharing collective or individual experiences; or celebrating aesthetic achievement. Students deepen their understanding of how narrative influences the way that individuals and communities understand and represent themselves.

- Module B: Critical Study of Literature

In this module, students develop analytical and critical knowledge, understanding and appreciation of a literary text. Central to this study is the exploration of how the author's ideas are expressed in the text through an analysis of its construction, content and language. Students develop their own interpretation of the text, basing their judgements on evidence drawn from their research and reading, enabling the development of a deeper and richer understanding of the text. Through increasingly informed personal responses to the text in its entirety, students develop understanding of the distinctive qualities of the text and notions of textual integrity.

HSC Course – The course consists of four (4) modules:

- Common Module- Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences as well as the human qualities and emotions associated with, or arising from, these experiences. Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

- Module A: Textual Conversations

In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values, and how this shapes meaning.

- Module B: Critical Study of Literature

In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Central to this study is the close analysis of the text's construction, content and language to develop students' own rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading. In doing so, they evaluate notions of context with regard to the text's composition and reception; investigate and evaluate the perspectives of others; and explore the ideas in the text, further strengthening their informed personal perspective. Through increasingly informed and personal responses to the text in its entirety, students understand the distinctive qualities of the text, notions of textual integrity and significance.

- Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

### Particular Course Requirements

In the Preliminary English (Advanced) Course:

There are no prescribed texts for Preliminary English (Advanced). However, across Stage 6 the selection of texts must give students experience of the following:

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

The Year 11 course also requires students to support the study of texts with their own wide reading.

HSC English (Advanced) Course requires the close study of:

**four prescribed texts**, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction
- poetry OR drama

The remaining text may be film, media or nonfiction text **or** may be selected from one of the categories above.

## Courses: Preliminary English Extension, HSC English Extension 1, HSC English Extension 2

Course No: HSC English Extension 1 – 15160

Course No: HSC English Extension 2 – 15170

1 unit of study for each of Preliminary and HSC

Prerequisites

(a) English (Advanced)

(b) Preliminary English (Extension 1) Course is a prerequisite for HSC English (Extension 1) Course

(c) English Extension Course 1 is a prerequisite for English (Extension 2) Course

Exclusions

English (Standard), English (Studies)

### Course Description

The English Extension 1 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. Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

The English Extension 2 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.

### Main Topics Covered

Preliminary English (Extension 1) Course - The course consists of one mandatory module.

- Module: Texts, Culture and Value

In this module, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed. Students that undertake this course are required to complete a related project, in which they apply their knowledge about texts studied in this module to their own selected texts. Students will develop skills in independent investigation and critical and creative thinking as they examine and evaluate manifestations of their selected text in other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other.



HSC English Extension Course 1- The course consists of one module from which five (5) electives are offered.

- Module: Literary Worlds

In this module students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. Each elective in this module involves the study of three texts from the prescribed list, with at least two being print texts. Students explore, analyse and critically evaluate a range of other texts that construct private, public and imaginary worlds. Students experiment with critical and creative compositions that explore how language features and forms are crafted to express complex ideas and emotions, motivations, attitudes, experiences and values. These compositions may be realised in various forms, modes and media.

The electives offered are:

- Elective 1: Literary Homelands
- Elective 2: Worlds of Upheaval
- Elective 3: Reimagined Worlds
- Elective 4: Literary Mindscapes
- Elective 5: Intersecting Worlds

HSC English Extension Course 2 - The course requires students to complete a Major Work.

In this course, students undertake extensive investigation of a subject of their own choosing and involving a range of complex texts to compose a Major Work. The Major Work is a sustained, cohesive extended composition that demonstrates mastery of the composition process. As part of this process, students document all stages of the composition process in the Major Work Journal, recording their research and analysis, as well as critical, imaginative and speculative reflections. Students use this to create a Reflection Statement which reflects on and evaluates the creative process of completing an original composition.

### **Particular Course Requirements**

In the Preliminary English (Extension 1) Course students are required to:

- study ONE text from the past and its manifestations in one or more recent cultures
- select ONE text of their own choosing and its manifestations in one or more recent cultures.
- research a range of texts as part of their independent project

In the HSC English (Extension 1) Course students are required to:

- study at least THREE texts which are selected from a prescribed text list for the module study including at least TWO extended print texts

In the HSC English (Extension 2) Course students are required to:

- 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

## Course: English Studies

2 units for each of Preliminary and HSC course

NESA Developed Course

Exclusions: English (Standard); English (Advanced); English (Extension)

### Course Description

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.

### Main Topics Covered

Preliminary Course – This course consists of three (3) modules including one (1) mandatory module and two (2) elective modules.

- Achieving through English: English in education, work and community

Through the study of the module *Achieving through English: English in education, work and community* students develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. They further develop comprehension strategies and improve skills that enable them to express themselves in English confidently, effectively, appropriately and with grammatical accuracy. The skills developed in the module assist students to access and comprehend information, ideas and language in everyday and workplace texts, and to compose appropriate texts in response.

HSC Course – This course consists of four (4) modules including one (1) mandatory module and three (3) elective modules.

- Common module: Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences as well as the human qualities and emotions associated with, or arising from, these experiences. Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

*Note: English Studies students wishing to receive an ATAR have the option to sit the Higher School Certificate examination for this module.*

Subsequent elective modules for the Preliminary and HSC English (Studies) courses will be taken from the following electives list:

- Module A – We are Australians: English in citizenship, community and cultural identity
- Module B – Telling us all about it: English and the media
- Module C – On the road: English and the experience of travel
- Module D – Digital Worlds: English and the Web
- Module E – Playing the Game: English in sport
- Module F – MiTunes and Text: English and the language of song
- Module G – Local Heroes: English and community life
- Module H – Part of a Family: English and family life

- Module I – Discovery and Investigations: English and the sciences
- Module J – In the Marketplace: English and the world of business
- Module K – The Big Screen: English in filmmaking
- Module L – Who do I think I am?: English and the self
- Module M – Landscapes of the Mind: English and the creative arts
- Module N – The Way we Were: English for exploring our past

### **Particular Course Requirements**

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- 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.

In both Year 11 and Year 12 students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series).

In Year 12 students will also be required to:

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

# Mathematics Standard

2 units for each of Preliminary and HSC

NESA Developed Course

## Prerequisites:

The Preliminary Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1. For students who intend to study the HSC Mathematics Standard 2 course, it is recommended that they study at least some of the Stage 5.2 content of the *Mathematics Years 7–10 Syllabus (2002)*, particularly the *Patterns and Algebra topics and Trigonometry*, if not all of the content.

## Course Description:

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.

Topic	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.

### 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

### Mathematics Standard

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

## Course: Mathematics Advanced

Course No: 15240

2 units for each of Preliminary and HSC

NESA Developed Course

Prerequisites: For students who intend to study the Mathematics course, it is recommended that they study the topics *Real Numbers*, *Algebraic Techniques* and *Coordinate Geometry* as well as at least some of *Trigonometry* and *Deductive Geometry* from Stage 5.3 (identified by §) of *Mathematics Years 7–10 Syllabus*, if not all of the content.

Exclusions: Mathematics Standard

### Course Description

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

### Main Topics Covered

#### Preliminary Course

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry – geometrical properties
- Tangent to a curve and derivative of a function

#### HSC Course

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

## Course: Mathematics Extension 1

Course No: 15250

1 unit in each of Preliminary (*Preliminary Mathematics Extension*) and HSC

NESA Developed Course

Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) *Curve Sketching and Polynomials, Functions and Logarithms*, and *Circle Geometry* of *Mathematics Years 7–10 Syllabus*.

Exclusions: General Mathematics

### Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

### Main Topics Covered

#### Preliminary Course

- Other inequalities
- Further geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Mathematics Preliminary course topics

#### HSC Course

- Methods of integration
- Primitive of  $\sin^2 x$  and  $\cos^2 x$
- Equation 
$$\frac{dN}{dt} = k(N - P)$$
- Velocity and acceleration as a function of  $x$
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

## Course: Mathematics HSC Extension 2

Course No: 15260

1 unit for the HSC

NESA Developed Course

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

Exclusions: Mathematics Standard

### Course Description

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

### Main Topics Covered

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics



## Course: Biology

2 units for each of Year 11 and Year 12

NESA Developed Course

Exclusions: Nil

Suggested Combinations: Biology can be taken alone or with any other science course. Investigating Science is recommended as this is an in-depth examination of the scientific skills which underpin all other sciences.

This is a new course commencing in 2018.

### Course Description

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

The Year 11 course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; classification and systematics; nutrient acquisition in plants and animals; adaptations and evolution; human impacts on the environment.

The Year 12 course builds upon the Year 11 course. It examines reproduction in a range of species; DNA and cell division; genetic analysis; population genetics; mutations; the use of biotechnology; genetic engineering; infectious diseases; the human immune system; prevention and control of diseases; maintenance of body systems; non-infectious diseases; epidemiology; using technology to solve biological impairments.

### Topics Covered

Year 11 Course	Year 12 Course
Working Scientifically Skills	Working Scientifically Skills
Core Modules <ul style="list-style-type: none"><li>• Cells as the Basis of Life</li><li>• Organisation of Living Things</li><li>• Biological Diversity</li><li>• Ecosystem Dynamics</li></ul>	Core Modules <ul style="list-style-type: none"><li>• Heredity</li><li>• Genetic Change</li><li>• Infectious Disease</li><li>• Non-Infectious Disease and Disorders</li></ul>

### Particular Course Requirements

Students will study a variety of content areas and within these, integrate scientific skills. Practical investigations will involve a minimum of 35 hours of course time. This will include a mandatory fieldwork activity.

Depth Studies are a new requirement of all sciences and will involve 15 hours within the Year 11 Course and will form a major assessment task.

As this is a new course, additional information will be given to students at the commencement and during the course.

## Course: Chemistry

2 units for each of Year 11 and Year 12

NESA Developed Course

Exclusions: Nil

Prerequisites: For students who intend to study the Chemistry course, it is required that they have achieved in Year 10 Science at an A or B level.

Suggested Combinations: Chemistry can be taken alone or with any other science course. Investigating Science is recommended as this is an in-depth examination of the scientific skills which underpin all other sciences.

Due to the demands in this course, it is also recommended that students are concurrently studying Mathematics (Advanced) or at least Mathematics General.

This is a new course commencing in 2018.

### Course Description

Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

The Year 11 course develops a knowledge of types of substances; naming of materials; atomic structure; isotopes; patterns in the periodic table; types of bonding; stoichiometry; measurement in chemistry; gas laws; chemical reactions; metal reactivity; rate of reactions; enthalpy, entropy and Gibbs free energy.

The Year 12 course builds on the concepts developed in the Year 11 course, expanding on areas such as reversible reactions; equilibrium and Le Chatelier's principle; naming acids and bases; neutralisation reactions; enthalpy; pH and pOH; dissociation; measuring acidity; naming carbon compounds; isomers; functional groups; alcohols and their properties; analysing substances; spectroscopy.

### Topics Covered

Year 11 Course	Year 12 Course
Working Scientifically Skills	Working Scientifically Skills
Core Modules <ul style="list-style-type: none"><li>• Properties and Structure of Matter</li><li>• Introduction to Quantitative Chemistry</li><li>• Reactive Chemistry</li><li>• Drivers of Reactions</li></ul>	Core Modules <ul style="list-style-type: none"><li>• Equilibrium and Acid Reactions</li><li>• Acid/Base Reactions</li><li>• Organic Chemistry</li><li>• Applying Chemical Ideas</li></ul>

### Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Students will complete a minimum of 70 hours of practical investigations, including depth studies across the Year 11 and Year 12 courses.

Depth Studies are a new requirement of all sciences and will involve 15 hours within the Year 11 Course and will form a major assessment task.

As this is a new course, additional information will be given to students at the commencement and during the course.

## Course: Earth and Environmental Science

2 units for each of Year 11 and Year 12

NESA Developed Course

Exclusions: Nil

Suggested Combinations: Earth and Environmental Science can be taken alone or with any other science course. Investigating Science is recommended as this is an in-depth examination of the scientific skills which underpin all other sciences.

This is a new course commencing in 2018.

### Course Description

Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

The Year 11 course develops a knowledge of the structure of the Earth and how this was determined; rocks and minerals; geological time; discovery and use of non-renewable resources; theory of plate tectonics; plate interactions and their consequences; energy involved in driving planetary processes; importance of water; use and recycling of water; human impacts on soil; introduced species.

The Year 12 course builds upon the Year 11 course. It examines the origin of life; interactions of the spheres of the Earth; plate tectonics; fossils and stratigraphy; natural hazards; impacts of natural disasters on the spheres of the Earth; predicting and minimising natural hazards; climate variation; evidence for climatic change; human induced climate change; mitigating climatic change; extraction and use of natural resources; waste management; management of natural resources.

### Topics Covered

Year 11 Course	Year 12 Course
Working Scientifically Skills	Working Scientifically Skills
Core Modules <ul style="list-style-type: none"><li>• Earth's Resources</li><li>• Plate Tectonics</li><li>• Energy Transformations</li><li>• Human Impacts</li></ul>	Core Modules <ul style="list-style-type: none"><li>• Earth's Processes</li><li>• Hazards</li><li>• Climate Science</li><li>• Resource Management</li></ul>

### Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Earth and Environmental Science skill outcomes. Students will undertake 35 hours of practical work, including fieldwork, in Year 11 and 35 hours in Year 12. There will be a compulsory field trip in Year 11.

Depth Studies are a new requirement of all sciences and will involve 15 hours within the Year 11 Course and will form a major assessment task.

As this is a new course, additional information will be given to students at the commencement and during the course.

## Course: Physics

2 units for each of Year 11 and Year 12

NESA Developed Course

Exclusions: Nil

Prerequisites: For students who intend to study the Physics course, it is required that they have achieved in Year 10 Science at an A or B level.

Suggested Combinations: Physics can be taken alone or with any other science course. Investigating Science is recommended as this is an in-depth examination of the scientific skills which underpin all other sciences.

Due to the demands in this course, it is also required that students are concurrently studying Mathematics (Advanced) or at least Mathematics General.

This is a new course commencing in 2018.

### Course Description

Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.

The Year 11 course develops a knowledge of motion and measuring motion; vectors; Newton's Laws of motion; work; power; momentum; impulse; waves, their measurement and behaviour; characteristics of sound and its measurement; light and its properties and measurement; thermal equilibrium; electric fields; electric circuits; Ohm's Law; magnetism;

The Year 12 course builds on the concepts of the Year 11 course by expanding on areas such as advanced motion; circular motion; torque; gravitational fields; conductors; magnetic fields; motor effect; relationship between magnetic and electric fields; stellar spectra; light wave models; astronomy; atomic structure; radiation.

### Topics Covered

Year 11 Course	Year 12 Course
Working Scientifically Skills	Working Scientifically Skills
Core Modules <ul style="list-style-type: none"><li>• Kinematics</li><li>• Dynamics</li><li>• Waves and Thermodynamics</li><li>• Electricity and Magnetism</li></ul>	Core Modules <ul style="list-style-type: none"><li>• Advanced Mechanics</li><li>• Electromagnetism</li><li>• The Nature of Light</li><li>• From the Universe to the Atom</li></ul>

### Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes.

Students will complete a minimum of 70 indicative hours of practical experiences across Year 11 and Year 12 course time with no less than 35 hours in the Year 12 course.

Depth Studies are a new requirement of all sciences and will involve 15 hours within the Year 11 Course and will form a major assessment task.

As this is a new course, additional information will be given to students at the commencement and during the course.

## Course: Investigating Science

2 units for each of Year 11 and Year 12

NESA Developed Course

Exclusions: Nil

Suggested Combinations: Investigating Science can be taken alone for those with a general interest in science or with any other science course. It is recommended that students taking other science courses take Investigating Science to strengthen their understanding and use of scientific skills.

This is a new course commencing in 2018.

### Course Description

Investigating Science aims to develop the skills found across all science disciplines, within a context rich in detail across all of the core sciences (Biology, Chemistry, Earth and Environmental Science and Physics).

The Year 11 course develops a knowledge of methods of observation, including qualitative and quantitative; inferences; planning investigations; evaluating methods; using second-hand data; use of patterns in data analysis; forming generalisations; use of models; difference between laws and theories.

The Year 12 course builds on the concepts of the Year 11 course by examining the role of investigations in breakthroughs; designing appropriate methods for the research questions; integrity of scientific investigations; scientific report writing; use of technology in investigations; testing commonly held beliefs/myths and advertising; placebos and blind trials; causation and association; the peer review process; science and society including its regulation and the impact of society on scientific research.

### Topics Covered

Year 11 Course	Year 12 Course
Working Scientifically Skills	Working Scientifically Skills
Core Modules <ul style="list-style-type: none"><li>• Cause and Effect - Observing</li><li>• Cause and Effect – Inferences and Generalisations</li><li>• Scientific Models</li><li>• Theories and Laws</li></ul>	Core Modules <ul style="list-style-type: none"><li>• Scientific Investigations</li><li>• Technologies</li><li>• Fact or Fallacy</li><li>• Science and Society</li></ul>

### Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Investigating Science skill outcomes.

Students will complete a minimum of 70 indicative hours of practical experiences across Year 11 and Year 12 course time with no less than 35 hours in the Year 12 course.

Depth Studies are a new requirement of all sciences and will involve 30 hours within the Year 11 Course and will form a major assessment task.

As this is a new course, additional information will be given to students at the commencement and during the course.

## Course: Physics 2 Unit

2 units for each of Year 11 and Year 12

NESA Developed Course

Exclusions: Nil

Prerequisites: For students who intend to study the Physics course, it is recommended that they have achieved in Year 10 Science at an A or B level.

Suggested Combinations: Physics can be taken alone or with any other science course. Investigating Science is recommended as this is an in-depth examination of the scientific skills which underpin all other sciences.

Due to the demands in this course, it is also required that students are concurrently studying Mathematics (Advanced) or at least Mathematics General.

This is a new course commencing in 2018.

### Course Description

Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.

The Year 11 course develops a knowledge of motion and measuring motion; vectors; Newton's Laws of motion; work; power; momentum; impulse; waves, their measurement and behaviour; characteristics of sound and its measurement; light and its properties and measurement; thermal equilibrium; electric fields; electric circuits; Ohm's Law; magnetism;

The Year 12 course builds on the concepts of the Year 11 course by expanding on areas such as advanced motion; circular motion; torque; gravitational fields; conductors; magnetic fields; motor effect; relationship between magnetic and electric fields; stellar spectra; light wave models; astronomy; atomic structure; radiation.

### Topics Covered

Year 11 Course	Year 12 Course
Working Scientifically Skills	Working Scientifically Skills
Core Modules <ul style="list-style-type: none"><li>• Kinematics</li><li>• Dynamics</li><li>• Waves and Thermodynamics</li><li>• Electricity and Magnetism</li></ul>	Core Modules <ul style="list-style-type: none"><li>• Advanced Mechanics</li><li>• Electromagnetism</li><li>• The Nature of Light</li><li>• From the Universe to the Atom</li></ul>

### Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes.

Students will complete a minimum of 70 indicative hours of practical experiences across Year 11 and Year 12 course time with no less than 35 hours in the Year 12 course.

Depth Studies are a new requirement of all sciences and will involve 15 hours within the Year 11 Course and will form a major assessment task.

As this is a new course, additional information will be given to students at the commencement and during the course.

## Course: Aboriginal Studies

Course No: 15000

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

### Course Description

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 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 Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

### Main Topics Covered

#### Preliminary Course

- Part I: Aboriginality and the Land (20%)
  - Aboriginal peoples' relationship to Country
  - Dispossession and dislocation of Aboriginal peoples from Country
  - Impact of British colonisation on Country
- Part II: Heritage and Identity (30%)
  - The Dreaming and cultural ownership
  - Diversity of Aboriginal cultural and social life
  - Impact of colonisation on Aboriginal cultures and families
  - Impact of racism and stereotyping
- Part III: International Indigenous Community: Comparative Study (25%)
  - Location, environment and features of an international Indigenous community
  - Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- Part IV: Research and Inquiry Methods: Local Community Case Study (25%)
  - Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

#### HSC Course

- Part I – Social Justice and Human Rights Issues (50%)
    - A Global Perspective (20%)  
Global understanding of human rights and social justice
- AND

- B Comparative Study (30%)  
A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- Part II – Case Study of an Aboriginal community for each topic (20%)
  - A Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses  
OR
  - B Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- Part III – Research and Inquiry Methods – Major Project (30%)  
Choice of project topic based on student interest.

### **Particular Course Requirements**

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.



## Course: Ancient History

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

### Course Description

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.

The study of Ancient History requires students to understand and use historical concepts and apply skills in their investigation of the ancient world. It draws upon the methods used by historians and archaeologists to investigate sources from the past, and to communicate their findings and interpretations.

### Main Topics Covered

#### Preliminary Course

- Investigating Ancient History
  - The Nature of Ancient History
  - Case Studies
- Features of Ancient Societies
- Historical Investigation

#### HSC Course

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their Times
- Historical Periods

### Particular Course Requirements

The Preliminary course requires ONE case study from Egypt, Greece, Rome or Celtic Europe and ONE case study from the Near East, Asia, the Americas or Australia.

The HSC course requires study from at least TWO of the following areas: Egypt, Near East, China, Greece and Rome.

Case studies and the investigation in the Preliminary course must not overlap or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.

## **Course: Business Studies**

Course No: 15040

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

### **Course Description**

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

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

### **Preliminary Course**

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

### **HSC Course**

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

## **Course: Economics**

Course No: 15110

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

### **Course Description**

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

### **Main Topics Covered**

#### **Preliminary Course**

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

#### **HSC Course**

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

## Course: Geography

Course No: 15190

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

### Course Description

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

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

### Preliminary Course

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

### HSC Course

- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

### Particular Course Requirements

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

## Course: HSC History Extension

1 unit HSC

NESA Developed Course

Exclusions: Nil

### Course Description

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.

#### Main Topics Covered

- Constructing History
  - Key Questions
  - Case Studies
- History Project

The Key Questions provide a framework for investigating the construction of history with a focus on historiography:

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

For the Case Studies, students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above.

For the History Project, students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

#### Particular Course Requirements

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

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

## Course: Legal Studies

Course No: 15220

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

### Course Description

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

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

### Preliminary Course

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

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

### HSC Course

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

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

Each topic's themes and challenges should be integrated into the study of the topic.

### Particular Course Requirements

No special requirements

## Course: Modern History

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

### Course Description

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 shaped the world. Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas.

The study of Modern History requires students to understand and use historical concepts and apply skills in their investigation of people, ideas, movements, events and developments of the modern world. It provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world.

### Main Topics Covered

Preliminary Course

- Investigating Modern History
  - The Nature of Modern History
  - Case Studies
- Historical Investigation
- The Shaping of the Modern World

HSC Course

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

Particular Course Requirements

The Preliminary course requires ONE case study from Europe, North America or Australia and ONE case study from Asia, the Pacific, Africa, the Middle East or Central/South America.

In the HSC course, students are required to study at least ONE non-European/Western topic

Case studies and the investigation in the Preliminary course must not overlap or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.

## Course: Society and Culture

Course No: 15350

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusion: Nil

### Course Description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

### Preliminary Course

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

### HSC Course

#### Core

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

#### Depth Studies

Two to be chosen from:

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

#### Particular Course Requirements

Completion of Personal Interest Project.



## Course: Studies of Religion

Course No: 15380

2 units for each of Preliminary and HSC

NESA Developed Course

### Course Description

Studies of Religion promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

### Preliminary Course

- Nature of Religion and Beliefs
  - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three Religious Traditions Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism
    - Origins
    - Principal beliefs
    - Sacred texts and writings
    - Core ethical teachings
    - Personal devotion/expression of faith/observance.
- Religions of Ancient Origin
  - The response to the human search for ultimate meaning in two religions of ancient origin from:
    - Aztec or Inca or Mayan
    - Celtic
    - Nordic
    - Shinto
    - Taoism
    - an Indigenous religion from outside Australia
- Religion in Australia pre-1945
  - The arrival, establishment and development of religious traditions in Australia prior to 1945.

## HSC Course

- Religion and Belief Systems in Australia post-1945
  - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Three Religious Tradition Depth Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism
    - Significant people and ideas
    - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
    - Significant practices in the life of adherents.
- Religion and Peace
  - The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion
  - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

## Course: Italian Beginners

Course No: 15790

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Italian Continuers; Italian Extension

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to [ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.](#)

### 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 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.

### Main Topics Covered

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

Particular Course Requirements: Nil

## Course: Italian Continuers

Course No: 15800

2 units for each of Preliminary and HSC

NESA Developed Course

**Prerequisites:** School Certificate Italian or equivalent knowledge is assumed.

**Exclusions:** Italian Beginners

### Course Description

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.

Prescribed Themes	Mandatory Topics
<ul style="list-style-type: none"><li>• The individual</li></ul>	<ul style="list-style-type: none"><li>• Personal identity</li><li>• Relationships</li><li>• Health and leisure</li><li>• Education and future aspirations</li></ul>
<ul style="list-style-type: none"><li>• The Italian-speaking communities</li></ul>	<ul style="list-style-type: none"><li>• Lifestyle in Italy and abroad</li><li>• The arts and entertainment</li><li>• Youth and social issues</li></ul>
<ul style="list-style-type: none"><li>• The changing world</li></ul>	<ul style="list-style-type: none"><li>• The world of work</li><li>• Communication</li><li>• Italian influence</li><li>• Tourism and hospitality</li></ul>

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of Italian-speaking communities through texts.

**Particular Course Requirements:** Nil

## Course: Community and Family Studies

Course No: 15060

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

### Course Description

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

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

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

#### HSC Option Modules

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

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

#### Particular Course Requirements

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

# Course: Personal Development, Health and Physical Education

Course No: 15320

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

## Course Description

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

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

## Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students select two of the following options:

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

## HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select two of the following options:

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

## Particular Course Requirements

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

## Course: Dance

Course No: 15070

2 units for each of Preliminary and HSC

NESA Developed Course

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

### Preliminary Course

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

Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class).

### HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

### Particular Course Requirements

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

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

## Course: Drama

Course No: 15090

2 units for each of Preliminary and HSC

NESA Developed Course

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

### Course Description

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

### Preliminary Course

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

### HSC Course

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

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

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

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

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

### Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.



## Course: Music 1

Course No: 15290

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Music 2

### Course Description

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

### Main Topics Covered

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

### Particular Course Requirements

#### HSC course

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

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

## Course: Music 2

Course No: 15300

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Music 1

### Course Description

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

### Main Topics Covered

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary course, the Mandatory Topic is Music 1600–1900.

In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

### Particular Course Requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

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

## Course: HSC Music Extension

Course No: 15310

1 unit for HSC

NESA Developed Course

Prerequisites: Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.

Exclusions: Music 1

### Course Description

The HSC Music Extension course 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.

### Particular Course Requirements

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

## Course: Visual Arts

Course No: 15400

2 units for each of Preliminary and HSC

NESA Developed Course

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

### Course Description

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

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

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

### Particular Course Requirements

#### Preliminary Course:

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

#### HSC Course:

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

## Course: Design and Technology

Course No: 15080

2 units for each of Preliminary and HSC

NESA

Exclusions: Nil

### Course Description

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

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. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

### Main Topics Covered

#### Preliminary Course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

#### HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

#### Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

## Course: Engineering Studies

Course No: 15120

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

### Course Description:

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

### Main Topics Covered

#### Preliminary Course

Students undertake the study of 4 compulsory modules:

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

#### HSC Course

Students undertake the study of 4 compulsory modules:

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

### Particular Course Requirements

Engineering Report

#### Preliminary Course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

#### HSC Course

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

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

## Course: Food Technology

Course No: 15180

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

### Course Description

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 legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

### Main Topics Covered

#### Preliminary Course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

#### HSC Course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

### Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

## Course: Industrial Technology

Course No: 15200

2 units for each of Preliminary and HSC

NESA Developed Course

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

### Course Description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

### Main Topics Covered

#### Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

#### HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology (25%)

#### Particular Course Requirements

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

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

## Course: Information Processes and Technology

Course No: 15210

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Computing Applications CEC

### Course Description

Information Processes and Technology is the study of information-based 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.

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

### Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.



## Course: Textiles and Design

Course No: 15390

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016

### Course Description

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 an 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 textile 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 five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

### Main Topics Covered

#### Preliminary Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

#### HSC Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%).

### Particular Course Requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles.

# NESA CONTENT ENDORSED COURSE DESCRIPTIONS

The following courses do NOT contribute to the calculation of the ATAR.

There are two types of NESA Endorsed Courses – Content Endorsed Courses and School Developed Courses.

Content Endorsed Courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in NESA Developed Courses.

Schools may also develop special courses in order to meet student needs. These courses must be approved by NESA.

There is no external examination for NESA Endorsed Courses. Assessment is school based.

All NESA Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, NESA Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

NESA Endorsed Courses may be studied as Preliminary and/or HSC courses.

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## Course: Computing Applications

Course No: 35023

2 units for each of Preliminary and HSC

Content Endorsed Course

Exclusions: IPT, IT VET, SDD

### Course Description

In this course, students will participate in hands-on activities to develop skills, knowledge and understanding related to information and communication technologies in order to participate in a range of work, study and other life situations. The course will be useful for all students who wish to further their skill in the use of computer applications for school, recreation and home.

The course has value for post-schooling needs providing students with skills that are a necessary part of the work environment, in further education and other life situations.

### Main Topics Covered

Computing Applications consists of 12 modules which may be studied as either 15-hour or 30-hour modules.

These modules include:

- **Hardware and Software Skills**  
This covers basic system software and application software operation and the operation of hardware. Students also investigate safe practices in the operation of computer systems.
- **Graphics**  
Students explore ways to generate and edit computer graphics and investigate how they can be applied in a variety of environments.
- **Spreadsheets**  
Students explore use of spreadsheets for manipulating and presenting numerical data. They will develop skills in analysing, presenting and representing data in numerical and graphical form.
- **Desktop Publishing**  
Students will develop skills in desktop publishing including text and graphic manipulation to enhance document production.
- **Databases**  
Students will develop skills in modifying existing databases, designing new databases for specific purposes and using databases to produce documents such as letters. Students reflect on the impact of this technology, and on relevant social issues including privacy, freedom of information, and data security.
- **Communications**  
Students develop an understanding of communications as a transfer of data or information from one location to another. They develop practical skills in the development, use and maintenance of communications system. Students will also use the necessary tools to develop a complete website solution.
- **Multimedia**  
Students will gain an understanding of, and experience in, developing solutions to problems using multimedia technologies. Students have the opportunity to design and make an animation or video.

### Particular Course Requirements

There is no prerequisite study.

## Course: Exploring Early Childhood

Course No: 31012

2 units for each of Preliminary and HSC years.

Content Endorsed Course

Exclusions: Nil

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services.

## Course: Photography, Video and Digital Imaging

Course number: 35226

2 units for each of Preliminary and HSC years.

Content Endorsed Course

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

### Course Description

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

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

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

### Main Topics Covered

Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to Wet Photography
- Introduction to Digital Photography
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

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

### Particular Course Requirements

Students are required to keep a diary throughout the course.

## Course: Sport, Lifestyle and Recreation Studies

Course number: 35015

2 units for each of Preliminary and HSC years.

Content Endorsed Course

Exclusions: Students studying NESAs Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

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

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

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

## Course: Visual Design

Course number: 35101

2 units for each of Preliminary and HSC years.

Content Endorsed Course

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

### Course Description

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

### Main Topics Covered

Modules may be selected in any of the four broad fields of:

- graphic design
- wearable design
- product design
- interior/exterior design.

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

### Particular Course Requirements

Students are required to keep a diary throughout the course.

# VOCATIONAL EDUCATION AND TRAINING

## COURSE DESCRIPTION

Only ONE course can contribute to the calculation of the ATAR.

Business Services .....	65
Construction .....	67
Entertainment Industry 240 hour course.....	69
Entertainment Industry 60 hour course .....	71
Hospitality Food and Beverage stream.....	73
Information and Digital Technology.....	75
Metal and Engineering .....	77
Retail Services.....	79



QUALIFICATION: Certificate II Business (BSB20115)		
<ul style="list-style-type: none"> <li>• Board Developed Course – <b>NESA Course No: 26101</b></li> <li>• Minimum mandatory work placement – 70 hours</li> <li>• Exclusions with other Board Developed Courses - nil</li> </ul>	<ul style="list-style-type: none"> <li>• A total of 4 units of credit – Preliminary and/or HSC</li> <li>• Category B status for the Australian Tertiary Admission Rank (ATAR)</li> <li>• Consumables: TBA</li> </ul>	
<p><b>Course Description:</b></p> <p>This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in office administration, business communication, safe and environmentally sustainable work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries. Occupations in the business services industry include sales clerk/officer, secretary/personal assistant, receptionist, and payroll clerk/officer and office manager/owner of a small business.</p> <p><b>HSC Course Structure:</b></p> <p>This course consists of one core unit and fourteen elective units</p>		
UNITS OF COMPETENCY		
Core – Attempt all units		
Unit code	Unit title	HSC indicative hours of credit
BSBWHS201	Contribute to health and safety of self and others (Examinable)	15
Stream focus area - Mandatory (Examinable)		
<a href="#">BSBINN201</a>	Contribute to workplace innovation	15
<a href="#">BSBCUS201</a>	Deliver a service to customers	15
<a href="#">BSBIND201</a>	Work effectively in a business environment	25
<a href="#">BSBINM201</a>	Process and maintain workplace information	15
<a href="#">BSBSUS201</a>	Participate in environmentally sustainable work practices	15
<a href="#">TLIP2029</a>	Prepare and process financial documents	20
Electives - Attempt ALL units		
<a href="#">BSBWOR204</a>	Use business technology	15
<a href="#">BSBWOR203</a>	Work effectively with others	15
<a href="#">BSBCMM201</a>	Communicate in the workplace	15

<a href="#">pBSBWOR202</a>	Organise and complete daily work activities	15
<a href="#">BSBITU201</a>	Produce simple word processed documents	20
<a href="#">BSBITU202</a>	Create and use spreadsheets	20
<a href="#">BSBITU307</a>	Develop keyboarding speed and accuracy	25

## ASSESSMENT AND COURSE COMPLETION

### Competency-based Assessment:

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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.

### Work placement:

Students **must** complete a minimum of 70 hours work placement in a Business Services related industry workplace (35 hours in each of Years 11 and 12).

### Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Focus areas and associated Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

### N Determinations:

Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

### Appeals:

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

**Recognition of Prior Learning:** Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

## QUALIFICATION: Certificate II in Construction Pathways (CPC20211)

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Board Developed Course – NESA Course No: 26201</li> <li>Minimum mandatory work placement – 70 hours</li> <li>Exclusions with other Board Developed Courses – nil</li> </ul> | <ul style="list-style-type: none"> <li>A total of 4 units of credit – 2 units x 2 years (Preliminary and HSC)</li> <li>Category B status for the Australian Tertiary Admission Rank (ATAR) Consumables: \$85.00</li> </ul> |
|--|--|

### Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, concreter and painter and decorator. As part of the course, all students must have a WorkCover 'white card' before they can enter a worksite.

HSC Course Structure: This course consists of six core units of competency and nine elective units.

## UNITS OF COMPETENCY - Compulsory - Attempt ALL units

### Core - Attempt all units

Unit code	Unit title	HSC indicative hours of credit
<a href="#">CPCCOHS2001A</a>	Apply OHS requirements, policies and procedures in the construction industry	15
<a href="#">CPCCCM1012A</a>	Work effectively and sustainably in the construction industry	25
<a href="#">CPCCCM1013A</a>	Plan and organise work	10
<a href="#">CPCCCM1014A</a>	Conduct workplace communication	10
<a href="#">CPCCCM1015A</a>	Carry out measurements and calculations	20
<a href="#">CPCCCM2001A</a>	Read and interpret plans and specifications	20

### Electives - Attempt ALL units

<a href="#">CPCCCA2002B</a>	Use carpentry tools and equipment	Group B elective	10
<a href="#">CPCCCA2011A</a>	Handle carpentry materials	Group B elective	20
<a href="#">CPCCCM2006B</a>	Apply basic levelling procedures	Group H elective	15
<a href="#">CPCCCO2013A</a>	Carry out concreting to simple forms	Group H elective	20
<a href="#">CPCCJN2001A</a>	Assemble components	Group F elective	15
<a href="#">CPCCJN2002B</a>	Prepare for offsite manufacturing processes	Group F elective	10
<a href="#">CPCCCA2003A</a>	Erect an dismantle formwork for footings and slabs on the ground	Group B elective	25

### Additional examinable units delivered to meet NESA requirements

<a href="#">CPCCCM2005B</a>	Use construction tools and equipment	20
<a href="#">CPCWHS1001</a>	Prepare to work safely in the construction industry	10

## CONSTRUCTION PATHWAYS 240 indicative hours - 2018

### **Competency-based Assessment:**

Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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. **Work placement:**

Students **must** complete a minimum of 70 hours work placement in a Construction related industry workplace (35 hours in each of Years 11 and 12).

**Optional HSC examination:** Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the compulsory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

**Appeals:** Students may lodge appeals against assessment decisions or 'N' determinations through their school or college. **Recognition of Prior Learning:** Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

ENTERTAINMENT INDUSTRY  
240 indicative hours - 2018

**QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Board Developed Course -<br/>NESA Course No: 26401</li> <li>Minimum mandatory work placement - 70 hours             <ul style="list-style-type: none"> <li>A total of 4 units of credit - Preliminary and/or HSC</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Exclusions with other Board Developed Courses - nil</li> <li>Category B status for the Australian Tertiary Admission Rank (ATAR)</li> <li>Consumables -\$90.00</li> </ul> |
|--|--|

**Course Description:** This course provides students with the opportunity to obtain national vocational qualifications for employment in the Entertainment industry. Students will be able to gain skills in communication, safe work practices, working with others, resolving complaints, staging and using audio, lighting and vision systems. Possible occupations include stage hand, lighting technician, set design & sound technician.

**HSC Course Structure:** This course consists of four core units of competency and eight elective units.

**UNITS OF COMPETENCY**

**Core - Attempt all units**

Unit code	Unit title	HSC indicative hours of credit
<a href="#">CPCCWHS1001</a>	Prepare to work safely in the construction industry	10
<a href="#">CUAIND301</a>	Work effectively in the creative arts industry	20
<a href="#">CUAWHS302</a>	Apply work health and safety practices	15
<a href="#">SITXCCS303</a>	Provide service to customers	20

**Electives - Attempt ALL units**

<a href="#">CUASOU301</a>	Undertake live audio operations	25
<a href="#">CUASTA301</a>	Assist with production operations for live performances	25
<a href="#">CUALGT301</a>	Operate basic lighting	25
<a href="#">CUAVSS302</a>	Operate vision systems	25
<a href="#">MEM18002B</a>	Use power tools/hand held operations	20
<a href="#">CUASOU306</a>	Operate sound reinforcement systems	20
<a href="#">CUASMT301</a>	Work effectively backstage during performances	25
<a href="#">CUASTA202</a>	Assist with bump in and bump out of shows	20

## ASSESSMENT AND COURSE COMPLETION

**Competency-based Assessment:** Students in this course work to develop the competencies, skills & knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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.

**Work placement:** Students must complete a minimum of 70 hours work placement in an Entertainment related industry workplace (35 hours in each of Years 11 & 12). It is permissible for up to 50% to be undertaken in other entertainment production environments intended for public performance, including school productions.

**Optional HSC examination:** Students completing this course are eligible to sit an optional, written HSC examination. Questions will be drawn from the Mandatory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course & has no impact on the eligibility of a student to receive an AQF VET qualification.

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

**Appeals:** Students may lodge appeals against assessment decisions or 'N' determinations through their school.

**Recognition of Prior Learning:** Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

**ENTERTAINMENT INDUSTRY**  
60 indicative hours - 2018

**QUALIFICATION: CUA30415 Certificate III in Live Production and Services**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Board Developed Course - NESA Course No: 26403</li> <li>A total of 1 unit of credit - HSC</li> </ul> | <p>Students need to be currently entered in, or have completed the CUA 30415</p> <ul style="list-style-type: none"> <li>Category B status for the Australian Tertiary Admission Rank (ATAR)</li> </ul> <p>Consumables: \$20.00</p> |
|---|--|

**Course Description:**

The Entertainment Industry Specialisation study is for students with a particular interest in, and aptitude for the industry. They need to be currently entered in, or have completed, the Entertainment Industry 240 hour course to undertake the Entertainment Industry Specialisation Study Course. This course is delivered to students undertaking the HSC year as a 60 hour specialisation study. This course will provide a pathway to the qualification: CUA30415 Certificate III in Live Production and Services.

**HSC Course Structure:**

This course consists of one core unit of competency and two elective units.

**UNITS OF COMPETENCY**

Core - Attempt all units

Unit code	Unit title	HSC indicative hours of credit
<a href="#">CUAPPR304</a>	Participate in collaborative creative projects	20
<a href="#">BSBWOR301</a>	Organise personal work priorities and development	20
<a href="#">CUALGT304</a>	Install and operate follow spots	20

## ASSESSMENT AND COURSE COMPLETION

### **Competency-based Assessment:**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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.

### **Work placement:**

No extra work placement requirements for the Specialisation course however, students must have completed 70 hours in an Entertainment related Industry in the CUA30415 -240 hour course. It is permissible for up to 50% to be undertaken in other entertainment production environments intended for public performance, including school productions.

### **Optional HSC examination:**

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

### **N Determinations:**

Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

### **Appeals:**

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

### **Recognition of Prior Learning:**

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Updated March 2017





HOSPITALITY - FOOD AND BEVERAGE  
240 Indicative Hours - 2018

QUALIFICATION: : Certificate II Hospitality (SIT20316)

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Board Developed Course - NESA Course No: 26511</li> <li>Minimum mandatory work placement - 70 hours</li> <li>Exclusions with other Board Developed Courses - nil</li> </ul> | <ul style="list-style-type: none"> <li>A total of 4 units of credit - 2 units x 2 years (Preliminary &amp; HSC)</li> <li>Category B status for the Australian Tertiary Admission Rank (ATAR)</li> <li>Consumables: \$140.00</li> </ul> |
|--|--|

**Course Description:**

This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in food service. Occupations in the hospitality industry including café attendant, food and beverage attendant, front office assistant.

**Course HSC Structure:**

To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a food and beverage focus must undertake **four mandatory and four Food and Beverage stream associated units of competency** (four core, one Group A elective and three Group B electives for Certificate II in Hospitality) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.

UNITS OF COMPETENCY

Core - Attempt ALL units

Unit code	Unit title	HSC indicative hours of credit
<a href="#">SITXWHS001</a>	Participate in safe work practices (Mandatory)	15
<a href="#">BSBWOR203</a>	Work effectively with others (Mandatory)	15
<a href="#">SITHIND002</a>	Source and use information on the hospitality industry(Mandatory)	20
<a href="#">SITXCCS003</a>	Interact with customers (F&B Stream)	15
<a href="#">SITHIND003</a>	Use hospitality skills effectively (Elective)	20
<a href="#">SITXCOM002</a>	Show social and cultural sensitivity (Elective)	10
<b>Electives</b>		
<a href="#">SITXFSA001</a>	Use hygienic practices for food safety (Mandatory)	10
<a href="#">SITHFAB005</a>	Prepare and serve espresso coffee (F&B Stream)	15
<a href="#">SITHFAB007</a>	Serve food and beverage (F&B Stream)	40
<a href="#">SITXFSA002</a>	Participate in safe food handling practices (Elective)	15
<a href="#">SITHFAB004</a>	Prepare and serve non-alcoholic beverages (F&B Stream)	15
<a href="#">SITHCCC003</a>	Prepare and present sandwiches (Elective)	10

Additional Units of competency delivered to meet BOSTES requirements		
<a href="#">SITHCCC001</a>	Use food preparation equipment (Elective)	20
<a href="#">SITXCOM001</a>	Source and present information (Elective)	10
<a href="#">BSBSUS201</a>	Participate in environmentally sustainable work practices(Elective)	15

### ASSESSMENT AND COURSE COMPLETION

**Competency-based Assessment:**

Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in units of competency through holistic assessment.

**Work placement:** Students must complete a minimum of 70 hours work placement in a Hospitality related industry workplace (35 hours in each of Years 11 and 12). For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

**N Determinations:**

Where a student has not met NESA course completion criteria they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

**Appeals:**

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

**Recognition of Prior Learning:**

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

**QUALIFICATION: SOA towards Certificate III in Information, Digital Media and Technology (ICT30115)**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Board Developed Course – <b>NESA Course No: 27301</b></li> <li>• Minimum mandatory work placement – 70 hours</li> <li>• Exclusions with other Board Developed Courses - nil</li> </ul> | <ul style="list-style-type: none"> <li>• A total of 4 units of credit – 2 units x 2 years (Preliminary and HSC)</li> <li>• Category B status for the Australian Tertiary Admission Rank (ATAR)</li> <li>• Consumables : \$30.00</li> </ul> |
|---|--|

**Course Description**

This course provides students with the opportunity to obtain a national vocational qualification in the information and communications technology industry. Students will be able to develop knowledge and skills to enable them to be an effective ICT user and/or employer. Skills acquired in this course are transferable to other industries. Specialised occupations in ICT include technical support officer, desktop publisher, computer programmer, software designer/developer, website developer and systems analyst.

**HSC Course Structure:**

This course consists of five core units of competency and six elective units to achieve the **Statement of Attainment**.

**UNITS OF COMPETENCY**

**Core - Attempt ALL units**

Unit code	Unit title	HSC indicative hours of credit
BSBWHS304	Participate effectively in WHS communication and consultation processes (HSC Mandatory)	20
ICTICT202	Work and communicate effectively in an ICT environment (HSC Mandatory)	25
ICTICT302	Install and optimise operating system software (HSC Mandatory)	20
ICTSAS301	Run standard diagnostic tests (HSC Mandatory)	10
BSBSUS401	Implement and monitor environmentally sustainable work practices (Elective)	25

**Electives – Attempt ALL units**

ICTICT203	Operate application software packages (Web/ Software Applications Stream- Group A)	20
ICTICT308	Use advanced features of computer applications (Web/Software Applications Stream -Group A)	30
ICTWEB302	Build simple websites using commercial programs (Web/Software Applications Stream - Group D)	30
ICTWEB201	Use social media tools for collaboration and engagement Elective Group D	20
ICTWEB301	Create a simple mark-up language document Elective Group D	25
ICTWEB303	Produce digital images for the web Elective Group D	20

## ASSESSMENT AND COURSE COMPLETION

### **Competency-based Assessment:**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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.

### **Work placement:**

Students **must** complete a minimum of 70 hours work placement in an Information and Digital Technology related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in a simulated Information and Digital environment.

### **Optional HSC examination:**

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Compulsory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

### **N Determinations:**

Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

### **Appeals:**

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

### **Recognition of Prior Learning:**

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

**METAL AND ENGINEERING**

240 indicative hours - 2018

QUALIFICATION: Certificate I in Engineering (MEM10105)		
<ul style="list-style-type: none"> <li>• Board Developed Course – <b>NESA Course No:26701</b></li> <li>• Minimum mandatory work placement – 70 hours</li> <li>• Exclusions with other Board Developed Courses – Industrial Technology – Metal &amp; Engineering Industries Focus Area</li> </ul>	<ul style="list-style-type: none"> <li>• A total of 4 units of credit – Preliminary and/or HSC</li> <li>• Category B status for the Australian Tertiary Admission Rank (ATAR)</li> <li>• Consumables : \$85.00</li> </ul>	
<p><b>Course Description:</b></p> <p>This course provides students with the opportunity to obtain national vocational qualifications for employment in the manufacturing, engineering and related industries. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, engineering draftsman, boat builder/repairer and mechanical, production or marine engineer.</p> <p><b>HSC Course Structure:</b></p> <p>This course comprises four core units of competency, the manufacturing, engineering and related services industries induction; Interpret technical drawing and five elective units.</p>		
UNITS OF COMPETENCY – Compulsory – Attempt ALL units		
Core - Attempt all units		
Unit code	Unit title	HSC indicative hours of credit
MEM13014A	Apply principles of occupational health and safety in the work environment	15
MEM14004A	Plan to undertake a routine task	10
MEM15024A	Apply quality procedures	5
MEM16007A	Work with others in a manufacturing, engineering or related environment	15
Electives - Attempt ALL units		
MEM12023A	Perform engineering measurements	15
MEM12024A	Perform computations	20
MEM15002A	Apply quality systems	10
MEM18001C	Use hand tools	20
MEM18002B	Use power tools/hand held operations	20
MEM05006C	Perform brazing and or silver soldering	20
MEM16005A	Operate as a team member to conduct manufacturing, engineering or related activities	10
MEM11011B	Undertake manual handling	5
MEM07032B	Use workshop machines for basic operations	25
MEM16008A	Interact with computing technology	10
Additional examinable units delivered to meet NESA requirements These units are not part of the CERT I qualification		
Induction	Manufacturing, engineering and related services industries induction	10
MEM09002B	Interpret technical drawing	30

## ASSESSMENT AND COURSE COMPLETION

### **Competency-based Assessment:**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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.

### **Work placement:**

Students **must** complete a minimum of 70 hours work placement in a Metal and Engineering related industry workplace (35 hours in each of Years 11 and 12).

### **Optional HSC examination:**

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the compulsory units of competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

### **N Determinations:**

Where a student has not met NESA completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

### **Appeals:**

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

### **Recognition of Prior Learning:**

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

**RETAIL SERVICES**

240 indicative hours - 2018

**QUALIFICATION: Certificate III in Retail Services (SIR30216)**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Board Developed Course – <b>NESA Course No: 26911</b></li> <li>• Minimum mandatory work placement – 70 hours</li> <li>• Exclusions with other Board Developed Courses - nil</li> </ul> | <ul style="list-style-type: none"> <li>• A total of 4 units of credit – 2 units x 2 years (Preliminary and HSC)</li> <li>• Category B status for the Australian Tertiary Admission Rank (ATAR) •</li> <li>• Consumables: TBA</li> </ul> |
|---|---|

**Course Description:**

This course provides students with the opportunity to obtain national vocational qualifications for employment in the retail services industry. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control and routine work activities within the retail, wholesale or community pharmacy sectors. Occupations in the retail services industry include sales clerk/assistant, customer service representative, checkout operator, wholesale clerk, pharmacy assistant and retail executive.

**HSC Course Structure:**

This course consists of eight core units of competency, including two General Selling Stream units and four elective units.

**UNITS OF COMPETENCY**

**Core - Attempt ALL units**

Unit code	Unit title	HSC indicative hours of credit
SIRXCEG001	Engage the customer (Mandatory)	20
SIRXCOM002	Work effectively in a team (Mandatory)	15
SIRXWHS002	Contribute to workplace health and safety (Mandatory)	15
SIRXRSK001	Identify and respond to security risks (Mandatory)	15
SIRXSL001	Sell to the retail customer (Mandatory)	15
SIRXIND001	Work effectively in a service environment (Mandatory)	20
SIRXCEG002	Assist with customer difficulties (Elective)	20
SIRXCEG003	Build customer relationships and loyalty (Elective)	20
<b>Electives</b>		
SIRXPDK001	Advise on products and services (Mandatory- general selling stream)	20
SIRRMER001	Produce visual merchandise displays (Mandatory- general selling stream)	20
SIRXSL002	Follow point-of-sale procedures (Mandatory)	20
SIRRINV001	Receive and handle retail stock (Elective)	15
SIRRINV002	Control stock (Elective)	20
SIRXIND002	Organise and maintain the store environment (Elective)	10

## ASSESSMENT AND COURSE COMPLETION

### **Competency-based Assessment:**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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.

### **Work placement:**

Students must complete a minimum of 70 hours work placement in a Retail related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in other retail environments intended for public performance, including school productions.

### **Optional HSC examination:**

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

### **N Determinations:**

Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

### **Appeals:**

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

### **Recognition of Prior Learning:**

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.





# TAFE VET (TVET) COURSES

## What are TVET courses?



TVET courses:

- Are vocational courses studied at a TAFE College in Years 11 and 12 as part of your HSC
- Count towards both your HSC and a TAFE qualification
- May contribute to your ATAR
- Can give you a nationally recognised qualification
- Allow you to gain work related skills
- May provide advanced standing for TAFE or further education
- Are designed for all students
- Are available in a variety of industry areas.

### **Do TVET courses count towards my ATAR?**

**Industry Curriculum Framework** courses can contribute to your ATAR. You choose whether or not you want an ATAR. Industry Curriculum Framework courses are based on national training packages in Automotive, Business Services, Construction, Electrotechnology, Entertainment, Financial Services, Hospitality, Human Services, Information and Digital Technology, Metal and Engineering, Primary Industries, Retail, and Tourism and Events.

### **Non-Framework Courses**

Accounting counts towards an ATAR.

All other Non-Framework Courses contribute to your HSC but don't count to an ATAR.

### **Do you want more information?**

Visit the website – <http://wsi.tafensw.edu.au/tvet/courses.aspx>

or call 9208 9210

# TAFE VET (TVET) COURSES

Blaxland High School students may select TAFE delivered HSC Courses for Schools offered at Blacktown, Blue Mountains (Katoomba and Wentworth Falls), Mt Druitt, Nepean (Penrith and Kingswood), Nirimba (Quakers Hill) or Richmond Colleges of TAFE.

Students may choose from:

- NESAs Developed VET Curriculum Framework courses – which are NOT offered at Blaxland High School eg Electrotechnology, Human Services, Tourism.
- NESAs Content Endorsed Courses – which cover a wide range of career interests eg Hairdressing, Beauty Therapy, Children's Services, Logistics, Plumbing. These courses are all 2 unit, 1 year courses which students may select in either Year 11 or Year 12.

## A LIST OF TVET COURSES WHICH MAY OPERATE IN 2018 WILL BE AVAILABLE IN LATE JULY, 2017.

Secondary students selecting a TAFE delivered HSC Course for Schools will be enrolled in TAFE as regular TAFE students. They will be required to complete NESAs Developed courses over 7 terms and NESAs Content Endorsed courses

Participation in these courses involves a commitment of time, study and travel outside of normal school hours.

All courses will run on Monday or Wednesday afternoons commencing at 1.30pm or 2.00pm and finishing at 5.30pm or 6.00pm. Students who make this subject choice must recognise the commitment they have made.

TAFE may adjust start and finish times from those advertised to suit availability of staff and rooms.

over 3 terms. This will allow students to complete their courses by the end of Term 3.

Students are not required to pay the TAFE administrative charge. Textbooks and essential equipment will be supplied. Students must meet their own travel costs.

## ***What are the benefits in studying a TAFE Delivered HSC Course for Schools?***

1. TAFE delivered HSC Courses for Schools attract dual accreditation from TAFE and NESAC. Students who successfully complete TAFE delivered HSC Courses for Schools receive TAFE credentials (from college transcript/college statement through to certificate level depending on the course completed).
2. Advanced standing is granted to students who go on to undertake any TAFE Courses containing subjects that they have successfully completed as part of their TAFE delivered HSC Courses studies.

### **NOTE:**

1. INTERESTED STUDENTS MUST SEE MR COLEMAN (CAREERS ADVISER IN ROOM 16) FOR DETAILS AND APPLICATIONS FORMS.
2. Students must complete **SEPARATE** application forms for **EACH** TAFE delivered HSC Course for Schools they wish to study.
3. Applying for a course does NOT guarantee entry into that course.
4. Students who select a TAFE delivered HSC Course for Schools MUST also select a school course/courses of equal unit value in case their TAFE Delivered HSC Courses for Schools application is not successful.
5. All TAFE delivered HSC Courses for Schools are proposed **ONLY** and are offered subject to funding and the ability to form a class. This information is often received later in the year.

## **Year 11 Subject Fees - 2018**

Computing Applications .....	\$50.00
Dance .....	\$20.00
Design and Technology .....	\$65.00
Drama .....	\$20.00
Engineering Studies.....	\$30.00
Exploring Early Childhood .....	\$20.00
Food Technology .....	\$120.00
Industrial Technology - Auto/Metals .....	\$75.00
Industrial Technology - Graphics/Multi Media .....	\$50.00
Industrial Technology - Timber/Electronics .....	\$75.00
Information Processes and Technology .....	\$50.00
Italian.....	\$20.00
Music .....	\$20.00
Photography and Digital Imaging .....	\$90.00
Science: Biology, Physics, Chemistry, Senior Science Earth & Environmental Science ( <b>each</b> ) .....	\$30.00
Textiles and Design .....	\$55.00
VET Business Services (NOT AT BHS) .....	To Be Confirmed
VET Construction.....	\$85.00
VET Entertainment.....	\$90.00
VET Entertainment Specialist course.....	\$20.00
VET Hospitality .....	\$140.00
VET Information and Digital Technology .....	\$30.00
VET Metal and Engineering .....	\$85.00
VET Retail Services (NOT AT BHS) .....	To Be Confirmed
Visual Arts .....	\$80.00

## Year 12 Subject Fees - 2019

Computing Applications .....	\$50.00
Dance .....	\$20.00
Design and Technology .....	\$30.00
Drama .....	\$20.00
Engineering Studies.....	\$30.00
English (Edrolo*) .....	\$25.00
Exploring Early Childhood .....	\$20.00
Food Technology.....	\$100.00
Industrial Technology - Auto/Metals.....	\$30.00
Industrial Technology - Graphics/Multi Media .....	\$40.00
Industrial Technology - Timber/Electronics .....	\$30.00
Information Processes & Technology.....	\$30.00
Italian.....	\$20.00
Music .....	\$20.00
Photography and Digital Imaging .....	\$90.00
Science: Biology, Physics, Chemistry, Senior Science, Earth & Environmental Science ( <b>each</b> ) .....	\$30.00
<b>PLUS</b> Edrolo* fee for Biology, Chemistry, Physics.....	\$25.00
Textiles and Design .....	\$40.00
VET Construction.....	\$85.00
VET Entertainment.....	\$90.00
VET Entertainment Specialist Course .....	\$20.00
VET Hospitality .....	\$120.00
VET Information and Digital Technology .....	\$50.00
VET Metals and Engineering.....	\$85.00
Visual Arts .....	\$90.00

\*Edrolo is a subscription for the online resource for Year 12 students focussing on video lessons, exam practice and study planning tools.

Further information is available at: <https://edrolo.com.au>