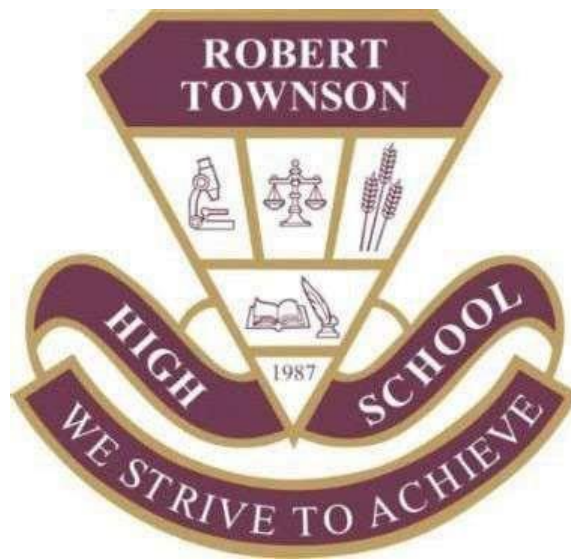


ROBERT TOWNSON HIGH SCHOOL



Subject Information Booklet

STAGE 6

Year 11 Course 2023

Year 12 Course 2024

TABLE OF CONTENTS

Contents

Information About The Higher School Certificate(HSC)	4
What Types of Courses Can I Choose?	5
Vocational Education And Training (VET) Courses	5
What Are Units?	8
Requirements For The Award Of The HSC.....	9
Requirements For The Award Of An ATAR.....	10
Fees For Senior Subjects.....	11
Assessment And Reporting	12
Subject List	13
TVET Options.....	15
Course Information	16
ENGLISH (COMPULSORY)	16
English (Standard)	16
English (Advanced).....	17
Year 11 Extension – English Extension 1 and Extension 2.....	19
English Studies	21
CREATIVE AND PERFORMING ARTS.....	23
Drama.....	23
Music 1	24
Visual Arts	25
Visual Design	26
Photography, Video and Digital Imaging.....	27
HSIE - HUMAN SOCIETY AND ITS ENVIRONMENT	28
Ancient History.....	28
Business Studies	29
Geography.....	30
Legal Studies.....	31
Modern History	32
Studies of Religion II.....	33
MATHEMATICS.....	34
Mathematics Standard.....	34
Mathematics Standard 1 (Year 12)	36
Mathematics Standard 2 (Year 12).....	37
Mathematics Advanced	38
Mathematics Extension 1.....	39
PDHPE – PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION.....	41
Personal Development, Health and Physical Education (PDHPE)	41

Sport, Lifestyle and Recreation Studies	42
Community and Family Studies	43
SCIENCE	44
Biology.....	44
Chemistry	45
Physics.....	46
Investigating Science.....	47
Technological and Applied Studies.....	48
Design and Technology	48
2023 VET COURSE DESCRIPTIONS.....	50
Stage 6 VET Courses	50

Information About The Higher School Certificate(HSC)

General Information

This is your introduction to the HSC and the many options now available. More information can be found on the NESA website:

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

HSC IN 2023-2024

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses can link to further education and training when appropriate courses are chosen.
- Extension courses will enable students to undertake a more in-depth study in areas of special interest.
- Vocational Education and Training (**VET**) courses will count towards the HSC and will also lead to qualifications recognised across a range of industries. In some cases they can also be part of ATAR calculations. See the Careers Adviser or your Deputy Principal for more information.
- The HSC will include Life Skills courses for students with special education needs.
- For each course, you will receive easy-to-understand reports which contain detailed information. These reports provide clearer indications of what students have demonstrated they know, are capable of and understand. They will also include information about student progress in assessment tasks.

Please select your courses very carefully as subject changes may not be permitted. Students who wish to change subjects within the first 2 weeks of Term 1 are required to discuss their options with the Year Adviser and speak with their Deputy Principal. A rigorous checking process is in place to ensure ATAR and HSC requirements are still met as appropriate. Documentation must be signed by students and parents as well as school staff in order to make sure the implications of the changes are fully understood and agreed to by all parties.

What Types of Courses Can I Choose?

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

1. Board Developed Courses

These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus for each course which contains:

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

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR) which is only used for university entrance.

2. Board Endorsed Courses

Board Endorsed Courses are courses written by schools and other providers such as TAFE.

There are a number of different types of Board Endorsed courses – those designed specifically to meet the needs of an individual school (School Designed), those designed for a number of schools to cater for areas of special interest not covered in the Board Developed Courses. (Content Endorsed Courses (CECs)) or some Vocational Education and Training Courses (VET).

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

English Studies is a Content Endorsed course that is treated as a Board Developed Course for the HSC. It is a 2 unit course to be taken instead of Standard or Advanced English. If students take this course, they cannot change to another level of English. There is no HSC examination and students are ineligible for an ATAR. Students considering applying to university should not take English Studies.

Vocational Education And Training (VET) Courses

Vocational Education and Training (VET) courses enable students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace. Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course as well as the course counting as units towards their HSC award. The AQF award is recognised

by both TAFE and private providers.

Students who successfully complete a VET Course can expect to have the following benefits:

- Gain two qualifications for studying one course i.e. HSC and TAFE accreditation, if continuing studies at TAFE, and will receive advanced standing and in some cases continuing student status.
- May have access to TAFE facilities e.g. Libraries (which can assist other studies).
- Learn vocational skills which will be of assistance after the HSC.
- Gain a head start in career placement.
- Industry Curriculum Framework (ICF) courses can count towards the award of a ATAR.

There are three types of VET courses at Robert Townson High School:

- School delivered VET
- Externally Delivered VET (EVET) through TAFE or another provider
- School Based Apprenticeship or Traineeship (SBAT).

Students need to take into account their ability to travel to other venues when considering EVET courses.

1. School Delivered VET Courses

Industry Curriculum Frameworks (240 HSC Indicative Hours)

Courses offered at RTHS:

1. Construction
2. Hospitality Food and Beverage
3. Information and Digital Technology
4. Manufacturing & Engineering (Metal)

The examination mark from **one** Industry Curriculum Framework VET course may be included in the calculation of a student's ATAR.

- All other courses are delivered at TAFE
- These courses do not have an HSC exam. They **do not count** in the calculation of an ATAR

HSC examination (optional)

- The optional Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple-choice items, short answers and extended response items.
- The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

Assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge for each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the

various tasks to the standard required in the appropriate industry to be assessed as competent.

- Competencies contribute to the attainment of a HSC but do not make up a component of the HSC mark.

Work placement

- Students in VET courses **must satisfactorily complete mandatory work placement of up to 70 hours** for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses – typically 35 hours for 120 hours of HSC credit. For a 240hr course you will complete 2 weeks of work placement, while on work placement students must catch up on work missed at school. This placement may take place during school holidays.
- **Students who do not successfully complete their work placement will not satisfy course requirements and will be N determined. Work Placements are generally organised by an external company. They will only provide this service once and the school does not have the resources to find you another. The selection of a suitable placement is determined by a rigorous process which must meet the industry requirements for the course being studied and placement with friends and family may not meet those requirements.**

Recognition of Prior Learning

- Recognition of Prior Learning is a way of giving students an opportunity to demonstrate their skills and understanding, taking into account when, where and how learning was undertaken. By undertaking the process individuals can gain credit towards a qualification based on achievements. Workplace Learning is the most common area to RPL. Evidence of prior learning which are acceptable are:
 - Relevant documentation from a recognised Registered Training Organisation (RTO)
e.g. competency records
 - ✓ References from previous employers.
 - ✓ Work samples.

2. Externally Delivered VET (EVET)

- EVET courses can be provided by TAFE, or other training providers such as South Western Sydney Area Health Service (SWSAHS) or company specific training providers in the case of some apprenticeships and traineeships e.g. McDonalds, Yum restaurants.

Certificate III in Health Services Assistance provided by SWSAHS (Campbelltown Hospital)

- This qualification is a 4 unit subject in year 11 and a 2 unit subject in year 12. The theoretical component comprises 4 hours, one afternoon a week during school terms at your chosen hospital. The clinical component comprises some school holidays and some negotiated hours after school.
- These courses allow you to obtain:
 - ✓ A nationally recognised Certificate III VET qualification (Certificate III in Health Services Assistance or Certificate III in Allied Health Assistance).
 - ✓ Allow the results from the optional Human Services HSC examination to count towards your Australian Tertiary Entrance Rank (ATAR).
 - ✓ Provide a qualification for employment in the health industry when you finish school.
 - ✓ Provide a pathway to further education and training to develop your career in health eg enrolled nurse, registered nurse and professional roles in allied health.

- School based traineeships are available for this qualification.

TAFE delivered VET Courses

- The TAFE delivered VET Program aims to increase the educational and vocational opportunities available to senior secondary students. These courses are only available if not offered at school.
- Students who participate in TAFE Delivered VET Courses undertake TAFE studies as part of their regular secondary program of study. The courses are composed of established TAFE subjects. In some cases the courses form a complete TAFE Certificate.
- TAFE delivered VET Courses are taught by TAFE teachers at a TAFE College. Students can attend either Campbelltown, Macquarie Fields, Miller, Granville, Ultimo or Liverpool Colleges of TAFE on Tuesday afternoons. For further information about courses available, see the Careers Advisor.

3. School based part-time traineeships and apprenticeships (SBATS)

- School-based apprenticeships and traineeships allow senior high school students to commence an apprenticeship or complete a traineeship while at school. School-based apprentices work part-time and undertake the first stage of their formal or off-the-job apprenticeship training while school based trainees work part-time and complete their formal or off-the-job traineeship training by the end of their HSC year.
- Both the on-the-job and off-the-job training undertaken by the school-based apprentices/trainees in some cases can contribute up to 6 units to their HSC. To qualify for a HSC students must look carefully at their combination of subjects studied. NESA have guidelines for the number and combination of courses. Whilst RTHS is supportive of their students, students who take up a school-based part-time apprenticeship (SBAT) can expect commitment of two days a week. Students are required to catch up on work missed. A SBAT may not suit all students and it is those students who work hard and are dedicated who excel.
- A training plan is also prepared in conjunction with the training contract. The training plan specifies the training organisation that will provide the formal training and the proposed pattern of part-time employment that will result in the apprentice/trainee meeting their minimum employment requirements by the end of the HSC year.
- SBAT applications can take many weeks to approve and possibly longer to make contact with employers and are a legally binding training contract.
- For further information on SBATS, see Careers Advisor.

What Are Units?

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

A unit is the basic structure of all courses and is a measure of the time expected for a typical student to achieve the objectives and outcomes of a course. A 2-Unit subject will take approximately twice as long to complete as a 1-Unit subject. Each unit involves class time of a minimum of 2 hours per week (60 hours per year).

In the HSC examinations, each unit has a value of 50 marks. In a 2 Unit course, therefore, a student can gain a maximum of 100 marks; in a 1-Unit course they can gain a maximum of 50 marks

Further information is provided below:

2 Unit Course – This is the basic structure for most courses. It has a value of 100 marks.

1 Unit Course – These are extension courses and are available in English, Mathematics, History and Music for more capable students. Only students that have demonstrated mastery of the 2 Unit course will be permitted to undertake an extension course. This will be determined by your Teacher and Head Teacher in consultation with the Principal.

Extension courses build on the content of the 2-unit course and carry an additional value of 1 unit, requiring students to work beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics and History. These courses may run off the timetable.

English and Mathematics Extension Courses are available at Year 11 and HSC levels. Students must study the Year 11 extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

Requirements For The Award Of The HSC

What is the required pattern of study for completion of the HSC?

To be eligible for the award of the HSC, students are required by the NSW Education Standards Authority (NESA) to study at least 12 units in the Preliminary (Year 11) course and at least 10 units in the HSC (Year 12) course.

Students must study a course pattern that fits the following requirements:

1. At least six units (3 subjects) from Board Developed courses.
2. At least two units of English (only compulsory subject in Year 11 and 12)
3. At least three courses (including English) of two-units value or greater.
4. At least four subjects.
5. A maximum of six units of science in Year 11 (Biology, Chemistry, Physics, Investigating Science).

Other requirements:

- Satisfactorily complete courses that meet the pattern of study required by NESA. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course with due diligence and effort.
- Maintain an attendance pattern must remain above 85% even with reasons given for absences. Less than 85% attendance will result in a possible N determination. Holidays taken during school terms are not approved by the School.
- You must have sat for and made a serious attempt at the Higher School Certificate examinations.

HSC Minimum Standards

Students sitting their HSC exams will need to meet a minimum standard of literacy and numeracy to receive their Higher School Certificate. Students will show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks.

Students will be provided with opportunities at school from Year 10 up to and including Year 12 to attempt their Minimum Standards test. Students are permitted to attempt each minimum standard reading, writing or numeracy test up to four times per year.

Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. Please contact the Learning and Wellbeing team for more information on this.

Requirements For The Award Of An ATAR

ATAR Eligibility

If you wish to receive the **Australian Tertiary Admission Rank (ATAR)** you must **study a minimum of 10 Board Developed units** in the HSC Course. The booklet, *University Entry Requirements Year 10 Booklet*, published by UAC, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. **We strongly encourage all students to complete 12 units in Year 12 as research shows students receive a higher ATAR.**

- English and your 4 next best subjects (10 units altogether) will be used to get your ATAR. Only one Category B/VET subject will be counted.
- If you wish to choose Advanced English, Ext 1 or 2 or English Studies you must apply to the Head Teacher of English.
- If you wish to choose Mathematics or Ext 1 Mathematics, you must apply to the Head Teacher of Mathematics. Only student's currently in 10M1 (Stage 5.3 course) will be considered for these 2 courses.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses. **You will still receive a HSC.**

Fees For Senior Subjects

Some subjects, offered in Years 11 and 12 have a **compulsory fee** associated with them for the materials used by students. This is to cover the costs of materials consumed by students and payment of the fee is necessary for materials to complete these tasks. ***General school funds, including student assistance, do not subsidise this type of individual purchases.***

If students are unwilling to meet these costs, the subject should not be chosen.

STAGE 6 SUBJECT FEES			
Subject	Year 11	Year 12	Notes
Construction	\$50.00	\$70.00	Plus \$55 for White Cardcertificate
Design & Technology	\$50.00	\$20.00	Plus major project in Year 12
Drama	\$25.00	\$25.00	Plus costs for Individual Projectin Year 12.
Hospitality	\$80.00	\$120.00	Plus \$70 for uniform
Manufacturing & Engineering (Metal)	\$50.00	\$50.00	
Music	\$40.00	\$40.00	
Photography Video & Digital Imaging	\$60.00	\$50.00	
Sport Lifestyle and Recreation (SLR)	\$85.00 Compulsory Sports Uniform. Due to the high volume of practicallessons undertaken in this course, two sets of mandatory sports uniforms are required.		
Visual Arts	\$60.00	\$60.00	Plus major project

Assessment And Reporting

- School reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected
- The HSC now includes student achievements from years 10 and 11 along with your year 12 performance. Please ensure you maintain diligence throughout your senior years to maximise your achievements on your Recognition of Student Achievement (ROSA) transcripts when you leave.
- **School-based assessment tasks will contribute to 50% of your HSC mark.** Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

HSC PORTFOLIO

On satisfactory completion of the Higher School Certificate, students will receive a portfolio containing:

- **HSC Testamur** – Official certificate confirming achievement of all requirements for the HSC.
- **Record of Achievement** – Lists the course you have studied and reports marks and bands achieved in the HSC.
- **Course Reports** - For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.

Subject List

The following subjects will be offered for Year 11 2023. Please be advised not all subjects may run in 2022. Final subjects offered will be dependent on student choices and staffing.

Subject	Fees	Units	Board Developed Course	Board Endorsed Course	Category B	ATAR Subject
English – Advanced *		2	Yes			Yes
English – Standard		2	Yes			Yes
English – Studies		2	Yes		Yes	Yes – See Subject Overview
English Extension 1		1	Yes			Yes
Ancient History		2	Yes			Yes
Biology		2	Yes			Yes
Business Studies		2	Yes			Yes
Chemistry		2	Yes			Yes
Community & Family Studies		2	Yes			Yes
Design & Technology	\$70	2	Yes			Yes
Drama	\$50	2	Yes			Yes
Geography		2	Yes			Yes
Mathematics		2	Yes			Yes
Mathematics Standard		2	Yes			Yes
Mathematics Extension 1		1	Yes			Yes
Legal Studies		2	Yes			Yes
Modern History		2	Yes			Yes
Music	\$80	2	Yes			Yes
Physics		2	Yes			Yes
PD/H/PE		2	Yes			Yes
Investigating Science		2	Yes			Yes
Studies of Religion		2	Yes			Yes
Visual Arts	\$110	2	Yes			Yes

OTHER SUBJECTS

CATEGORY B, BOARD ENDORSED, CONTENT ENDORSED AND VET COURSES

Subject	Fees	Units	Category B Subject	Board Content Endorsed	VET Subject	ATAR	Work Placement
Construction	\$100	2	Yes		Yes	Yes	Yes
Hospitality	\$265	2	Yes		Yes	Yes	Yes
Information and Digital Technology		2	Yes		Yes	Yes	Yes
Manufacturing & Engineering(Metal)	\$100	2		Yes	Yes	Yes	Yes
Photography Video & Visual Design	\$110	2		Yes		No	
Sport, Lifestyle & Recreation	\$ 85	2		Yes		No	

TVET Options

If you wish to apply for a TVET course to be completed at TAFE you will need to submit an Expression of Interest Form as soon as possible to the careers adviser so that we can apply for the course. **This is not a guarantee of course entry and TAFE will have the final decision on what to offer and whom to offer it to.**

Course Name	Course Code	Delivery Pattern	Provider	Course Type	Location	Delivery Mode
Animal Care (Certificate II)	58157	2ux2yr	TAFE	BEC	Campbelltown	Face to Face
Automotive (Vehicle Body) (Certificate II)	26031	2ux2yr	TAFE	ICF	Campbelltown	Face to Face
Early Childhood Education and Care (Certificate III)	41824	2ux2yr	TAFE	BEC	Campbelltown	Face to Face
Electrotechnology (Career Start) (Certificate II)	26321	2ux2yr	TAFE	ICF	Granville	Face to Face
Fitness (Certificate III)	41804	2ux2yr	TAFE	BEC	Macquarie Fields	Face to Face
Human Services- Individual Support (Ageing) (Certificate III)	27101	2ux2yr	TAFE	ICF	Macquarie Fields	Face to Face
Design Fundamentals (Graphics) (Certificate III)	43748	2ux2yr	TAFE	ICF	Campbelltown	Face to Face
Plumbing – Introduction (Certificate II in Drainage)	52205	2ux2yr	TAFE	BEC	Granville	Face to Face
Screen and Media (Certificate III)	59855	2ux2yr	TAFE	BEC	Campbelltown	Face to Face
Tourism, Travel and Events: Events (Certificate III)	27411	2ux2yr	TAFE	ICF	Campbelltown	Face to Face
Tourism, Travel and Events: Tourism (Certificate III)	27411	2ux2yr	TAFE	ICF	Campbelltown	Face to Face
Automotive (Mechanical Technology) (Certificate II)	26031	2ux2yr	TAFE	ICF	Campbelltown	Face to Face
Beauty Services: Make-up (Certificate III)	43883	2ux2yr	TAFE	BEC	Campbelltown	Face to Face
Business Services: Certificate III in Business (Administration)	26111	2ux2yr	TAFE	ICF	Campbelltown	Face to Face

Course Information

ENGLISH (COMPULSORY)

For more information, contact: Mrs Joanne Douglas, HT English

English (Standard)

Course No: 15130

2 units for each of Year 11 and HSC - Board Developed Course

Cost: NIL

Course Description

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

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

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

Main Topics Covered

Year 11 Course - The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.

HSC Course - The course has two sections:

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

Particular Course Requirements

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

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts 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. In the Year 11 English (Standard) Course students are required to complete:
- one complex multimodal or digital text in Module A (this may include the study of film)
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

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

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

English (Advanced)

Course No: 15140

2 units for each of Year 11 and HSC - Board Developed Course

Cost: NIL

Course Description

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

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

Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

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

Main Topics Covered

Year 11 Course – The course has two sections:

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

HSC Course – The course has two sections:

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

Particular Course Requirements

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

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

Year 11

Students are required to study:

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

Year 12

Students are required to study:

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

Year 11 Extension – English Extension 1 and Extension 2

Course No: HSC English Extension 1 – 15160 Course No:
HSC English Extension 2 – 15170

1 unit of study for each of Year 11 and HSC
Cost: NIL



Prerequisites

- (a) English (Advanced)
- (b) Year 11 English (Extension) is a prerequisite for HSC English Extension Course 1
- (c) English Extension Course 1 is a prerequisite for English Extension Course 2

Course Description

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

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

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

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

Course Content

Year 11

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

Year 12

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

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

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

Particular Course Requirements

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

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

- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

Year 11

Students are required to:

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

Year 12

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

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

In the English Extension 2 course students are required to:

Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia.

English Studies

2 units for each of Year 11 and HSC years

Cost: NIL

Course Entry Guidelines

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

Due to changes in the English Studies course, students considering choosing this course should be advised that: English Studies is a Stage 6 Board Developed Course (Category B) to be implemented with Year 11 from 2018

From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses

Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA

To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

Course Description

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

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

Main Topics Covered Year 11 Course:

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

HSC Course:

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

Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.

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

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

Year 11 and Year 12

Students are required to:

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

Year 12

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

Study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human experiences.

School Requirements

At the end of Yr 10, students wanting to do the English Studies course are **required to sign an application form**.

CREATIVE AND PERFORMING ARTS

For more information, contact: Ms Lisa Allison, HT CAPA

Drama

Course No: 15090

2 units for each of Year 11 and HSC - Board Developed Course

Cost: \$25 Yr 11/\$25 Yr 12

Course Description

Year 11 Course (Term 1, 2023 – Term 3 2023)

Year 11 course content comprises an interaction between the components of:

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

Learning comes from practical experiences in each of these areas. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama. It is not a requirement to have studied Drama before Year 11.

HSC Course (Term 4, 2021 onwards)

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. Learning comes from practical experiences in each of these areas.

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

Year 11 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 Year 11 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. Students will maintain a course logbook, documenting their experiential learning throughout the Year 11 course.

In preparing for the HSC Group Performance, the published Course Prescriptions include a topic list which is used as a starting point.

The HSC 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. Students selecting Senior Drama course are required to keep a logbook in Year 12 detailing the development of each of the HSC core components, the Group Performance and Individual Project.

Music 1

Course No: 15290

2 units for each of Year 11 and HSC - Board Developed Course

Cost: \$40 Yr 11/\$40 Yr 12



Course Description

In the Year 11 and HSC courses, students will study the concepts of music through the learning experiences of performance (playing music), composition (writing music), musicology (studying music) and aural (listening to music) 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. Some examples of topics are: Music of the 20th and 21st centuries; Music for Radio, Film, Television and multimedia; Music of a Culture; Popular Music; Rock Music; Technology and its influence on music; Theatre Music; Jazz; Australian Music.

Particular Course Requirements Year 11

Course

In the Year 11 course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the Year 11 course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

While the course builds on the Stages 4 and 5 Music course, it is not a prerequisite to have studied music in Year 9 and 10 to study Music 1. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

HSC course

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the HSC course which are different from those studied in the Year 11 course or two topics which are different from those studied in the Year 11 course and one topic from the Year 11 course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. 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.

HSC Exam:

Aural (listening) skills: four short answer questions relating to the concepts studied. Practical

Examination: Students will perform one piece on an instrument or voice

Students also choose any combination of electives (made up of performance and/or musicology and/or composition) to the value of 60 marks.

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

Visual Arts



Course No: 15400

2 units for each of Year 11 and HSC - Board Developed Course

Cost: \$60 Yr 11/ \$50 Yr 12

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 critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

Main Topics Covered

Year 11 course

The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. Year 11 Course learning opportunities focus on:

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

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

HSC course

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.

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

Year 11 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.

HSC Exam: a Body of Work developed throughout year 12 50%, A 1 ½ hour written exam 50%

Visual Design

2 units for each Year 11 and HSC: Content Endorsed courses

Cost: \$60 Yr 11/ \$60 Yr 12

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.

This course is not eligible for the calculation of an Australian Tertiary Admission Rank (ATAR)

Course Description

This course provides students with opportunities to design and making images and objects in which both the aesthetic qualities and symbolic meanings are as important as its 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 study of designed images and objects students are able to analyse and make informed judgments about the designed works that surround them.

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 and
- 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.

Photography, Video and Digital Imaging

2 units for each Preliminary and HSC: Content Endorsed Course



COST: \$60 Yr 11/ \$50 Yr 12

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.

This course is not eligible for the calculation of an Australian Tertiary Admission rank (ATAR).

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 link with 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 them making informed decisions about the quality of their work.

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

Main Topics Covered

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

- Wet Photography
- Video
- Digital Imaging.

Modules include:

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

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

Particular Course Requirements

Students are required to keep a diary throughout the course.

HSIE - HUMAN SOCIETY AND ITS ENVIRONMENT

For more information, contact: Mr Michael Kapitanow, HT HSIE

Ancient History

Course No: 15020

2 units for each of Year 11 and HSC - Board Developed Course

Cost: NIL

Course Description

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

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

Main Topics Covered

Year 11 Course

1. Investigating Ancient History (60 indicative hours including "The Nature of Ancient History" and "Case Studies")
 - Students undertake at least one option from "The Nature of Ancient History" and at least one case study. At RTHS, students will be studying
 - The Treatment and Display of Human Remains – Otzi
 - Two case studies – Troy (Ancient Greece) and Persepolis (Ancient Persia)
2. Features of Ancient Societies (40 indicative hours). Students study at least two ancient societies. At RTHS students will be studying Power and Image in Ancient Egypt and Slavery in Ancient Rome.
3. Historical Investigation (20 indicative hours)

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

HSC Course

- Core study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours). At RTHS students will be studying Spartan Society to the Battle of Leuctra 371 BC.
- One 'Personalities in the Times' topic (30 indicative hours). At RTHS students will be studying Egypt: Queen Hatshepsut.
- One 'Historical Periods' topic (30 indicative hours). At RTHS students will be studying "the Greek World 500-440BC" – including the Persian Wars and development of democracy in Athens.

Course Requirements

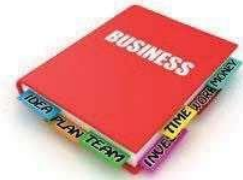
In the Year 11 course, students undertake at least two case studies. One case study must be from Egypt, Greece, Rome or Celtic Europe and one case study must be from Australia, Asia, the Near East or the Americas.

Business Studies

Course No: 15040

2 units for each of Year 11 and HSC - Board Developed Course

Cost: 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.

Main Topics Covered Year 11

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

Geography

Course No: 15190

2 units for each of Year 11 and HSC - Board Developed Course

Cost: NIL

Course Description

The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The 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.

Main Topics Covered Year 11

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 Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and HSC courses.

Legal Studies



Course No: 15220

2 units for each of Year 11 and HSC - Board Developed Course

Cost: NIL

Course Description

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

The **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.

Main Topics Covered Year 11

Course

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

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

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 chosen:

- Family
- World order.

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

Modern History

Course No: 15270

2 units for each of Year 11 and HSC - Board Developed Course

Cost: NIL

Course Description

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

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

Main Topics Covered Year 11

Course

The Year 11 course comprises three sections.

1. Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')
Students undertake at least one option from 'The Nature of Modern History', and at least two case studies. At RTHS students will be studying the following case studies integrating the nature of modern history: The American Civil War, The Decline and Fall of the Romanov Dynasty & the Meiji Restoration

2. Historical Investigation (20 indicative hours)

3. The Shaping of the Modern World (40 indicative hours)

At least one study from 'The Shaping of the Modern World' is to be undertaken. At RTHS students will be studying World War One (from a European perspective)

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

HSC Course

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours) This includes Hitler's Nazi Germany and Italy under Mussolini
- One 'National Studies' topic (30 indicative hours) At RTHS students will be studying Russia and the Soviet Union 1917–1941
- One 'Peace and Conflict' topic (30 indicative hours) At RTHS students will be studying Conflict in the Pacific 1937–1951
- One 'Change in the Modern World' topic - civil rights in the USA 1945–1968 (30 indicative hours) At RTHS students will be studying Civil Rights in the USA 1945–1968

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

Course Requirements

In the Year 11 course, students undertake at least two case studies. One case study must be from Europe, North America or Australia, and

One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

In the Year 12 course, students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

Studies of Religion II

Course No: 15380

2 units for each Year 11 and HSC – Board Developed Course

Cost: NIL

Course Description

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

Main Topics Covered

Year 11 Course

- 1. 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.
- 2. Three Religious Traditions Depth Studies** from Buddhism, Christianity, Hinduism, Islam, Judaism. With each depth study students explore: Origins; Principal beliefs; Sacred texts and writings; Core ethical teachings; Personal devotion/expression of faith / observance.
- 3. 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
- 4. Religion in Australia pre-1945:** The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC Course

- 1. Religion and Belief Systems in Australia post-1945:** Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- 2. Three Religious Traditions Depth Studies** from Buddhism, Christianity, Hinduism, Islam, Judaism. Students explore: Significant people and ideas; A religious tradition's ethical teachings about bioethics or environmental ethics or sexual ethics; Significant practices in the life of adherents.
- 3. Religion and peace**
The distinctive response of religious traditions to the issue of peace
- 4. 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.

MATHEMATICS

For further information, contact: Gyaneshwar Rai, Head Teacher Mathematics

Mathematics is the study of order, relation, pattern, uncertainty and generality and is underpinned by observation, logical reasoning and deduction. From its origin in counting and measuring, its development throughout history has been catalysed by its utility in explaining real-world phenomena and its inherent beauty. It has evolved in sophisticated ways to become the language now used to describe many aspects of the modern world.

Mathematics is an interconnected subject that involves understanding and reasoning about concepts and the relationships between those concepts. It provides a framework for thinking and a means of communication that is powerful, logical, concise and precise.

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically. Mathematical thinking is supported by an atmosphere of questioning, communicating, reasoning and reflecting and is engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

All Mathematics Stage 6 syllabuses provide opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, in all courses students are encouraged to learn to use appropriate technology as an effective support for mathematical activity.

Mathematics in Stage 6 There are six Board-developed Mathematics courses of study for the Higher School Certificate: Mathematics Standard 1, Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2 and Mathematics Life Skills.

Mathematics Standard

Course No: 11236 Year 11 Mathematics Standard

Prerequisites:

The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations and probability

Course Description

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol.

Content

The Mathematics Standard Year 11 course content comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks.

Year 11 Course Structure And Requirements

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

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

Mathematics Standard 1 (Year 12)

Course No: 15231 Year 12 Mathematics Standard 1

15232 Year 12 Mathematics Standard 1 students who intend to undertake the **optional HSC examination** must also be enrolled this course.

- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.
- To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.
- The study of Mathematics Standard 1 in Stage 6 (Y 12):
 - enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
 - provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
 - provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Course Structure:

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

Mathematics Standard 2 (Year 12)

Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from equations and probability

Course Description

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 course (Category B) or the **Mathematics Standard 2 course (Category A)**.

All students studying the Mathematics Standard 2 course will sit for an HSC examination.

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

The study of Mathematics Standard 2 in Stage 6:

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

Course Structure

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

Mathematics Advanced

Course No: 11255 Year 11 Mathematics Advanced

Prerequisites:

The Mathematics Advanced Year 11 course has been developed with the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7-10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2 and the following substrands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis

And some of the content from

- Non-linear relationships
- Polynomials

Course Structure:

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

Mathematics Extension 1

Course No:

- 11250 Year 11 Mathematics Extension
- 15250 Year 12 Mathematics Extension 1.

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

Prerequisites:

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

Exclusions:

Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course Description

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

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

Content

The Mathematics Extension 1 Year 11 course content is comprised of four Topics.

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

PDHPE – PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

For more information, contact: Mr Nenad Kelava, HT PDHPE

Personal Development, Health and Physical Education (PDHPE)

Course No: 15320

2 units Board Developed Course

Cost: NIL

Course Description

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, 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.

Main Topics Covered Year 11

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 Year 11 and HSC courses.

Sport, Lifestyle and Recreation Studies

Course No: 35017

Year 11 Cost: Nil

Year 12 Cost: \$85 (Cost for mandatory first aid certificate and training)

Students who complete the course are **not eligible for the calculation of an Australian Tertiary Admission rank (ATAR).**

Course Description

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.

Main Topics Covered

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	• Outdoor Recreation
• Athletics	• Sports Administration
• First Aid	• Coaching
• Fitness	• Social Perspectives of Sport
• Specific Sports	• Healthy Lifestyle
• Gymnastics	• Resistance training

Compulsory Sports Uniform - Due to the high volume of practical lessons undertaken in this course, two sets of mandatory sports uniforms will be required for SLR.

Community and Family Studies

Course No: 15060

2 units for each of Year 11 and HSC

Board Developed Course

Cost: 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 Year 11 Course

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

Main Topics Covered Year 12 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

SCIENCE

For more information, contact: Mr Predrag Sakic, HT Science

Biology

2 units for each of Year 11 and HSC - Board Developed Course

Cost: NIL

Course Description

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

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

Main Topics Covered

Year 11

The Year 11 course consists of four modules.

Module 1 Cells as the Basis of Life

Module 2 Organisation of Living Things

Module 3 Biological Diversity

Module 4 Ecosystem Dynamics

Year 12

The Year 12 course consists of four modules.

Module 5 Heredity

Module 6 Genetic Change

Module 7 Infectious Disease

Module 8 Non-infectious Disease and Disorders

Course Requirements

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

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

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

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

Chemistry

2 units for each of Year 11 and HSC - Board Developed Course

Cost: NIL

Course Description

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

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

Main Topics Covered

Year 11

The Year 11 course consists of four modules.

Module 1 Properties and Structure of Matter

Module 2 Introduction to Quantitative Chemistry

Module 3 Reactive Chemistry

Module 4 Drivers of Reactions

Year 12

The Year 12 course consists of four modules.

Module 5 Equilibrium and Acid Reactions

Module 6 Acid/base Reactions

Module 7 Organic Chemistry

Module 8 Applying Chemical Ideas

Course Requirements

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

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

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

Physics

2 units for each of Year 11 and HSC - Board Developed Course

Cost: NIL

Course Description

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

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

Main Topics Covered

Year 11

The Year 11 course consists of four modules.

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and Thermodynamics

Module 4 Electricity and Magnetism

Year 12

The Year 12 course consists of four modules.

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

Course Requirements

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

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

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

Investigating Science

2 units for each of Year 11 and HSC - Board Developed Course

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

Course Description

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

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

Main Topics Covered

Year 11

The Year 11 course consists of four modules.

Module 1 Cause and Effect – Observing

Module 2 Cause and Effect – Inferences and Generalisations

Module 3 Scientific Models

Module 4 Theories and Laws

Year 12

The Year 12 course consists of four modules.

Module 5 Scientific Investigations

Module 6 Technologies

Module 7 Fact or Fallacy?

Module 8 Science and Society

Course Requirements

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

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

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

Technological and Applied Studies

For more information see Mr McCluskey, HT TAS

Design and Technology

Course No: 15080

2 units for each of Year 11 and HSC Board Developed Course

Cost: \$70

Exclusions: Nil

Course Description

The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Year 11 course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and 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 Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. 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 Year 11

Course

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

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 Year 11 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 Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Year 11 course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Stage 6 VET Courses

1. Construction
2. Hospitality Food and Beverage
3. Information Technology
4. Manufacturing and Engineering

Please Note: Information is current at the date of distribution. Due to multiple scheduled changes as a result of Training Packages and NSW Education Standards Authority (NESA) updates, there will be variations to the course description prior to course delivery. Notification of changes will be made in duetime.

Vocational Education and Training (VET) Courses

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

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

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

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

Include for Stage 6 (including early commencement):

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

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examination therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

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

Students in Years 9–12 have the option of studying VET courses either at school, or through external, accredited training providers such as TAFE NSW. VET courses delivered by an external RTO/training provider to school students are known as EVET courses. Several small training providers also deliver VET training to school students.

VET courses can assist students to plan their career pathway and:

- gain practical, work-related skills to enhance employment opportunities.
- complete units that count towards school qualifications such as RoSA and HSC.
- start or complete a nationally recognised qualification while still at school.

VET assessment is competency based and students must completely satisfy all assessment requirements and be deemed competent by a qualified trainer in order to satisfy qualification requirements. Students successfully completing a VET course and achieving a Statement of Attainment may be eligible to apply for credit transfer in other courses in a similar industry after leaving school by providing their transcript to the relevant tertiary institution. All students studying a VET course must obtain a Unique Student Identifier (USI) and provide this to the training provider at the commencement of the course.

Categories of EVET courses

Board Developed Industry Curriculum Framework (ICF) Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Information Technology, Human Services, Primary Industries, Retail Services and Tourism, Travel & Events. These courses are **Category B courses**, they mostly count for 4 units of HSC credit, include 70 hours of mandatory work placement and have an optional HSC examination. Only one Category B course can be included in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses (BECs) are courses based on national industry Training Packages that are endorsed by NSW Education Standards Authority (NESA) for inclusion as an elective in Year 9 or 10 or in the Higher School Certificate. These courses include Animal Studies, Beauty Therapy, Fashion Design Hairdressing, Laboratory Skills, Plumbing, Sport and Recreation and Warehousing. Stage 6 BECs mostly count for 4 units of HSC credit, they do not count towards the ATAR and there is not a HSC exam. Stage 6 BECs may also be studied by Year 10 students as Early Commencement of Stage 6. Students in Year 9 and 10 who enroll in a Stage 6 BEC course must satisfy all RoSA requirements. Stage 5 BECs are 100 hours duration and are only available to students currently enrolled in Year 9 or in Year 10.

Delivery patterns of EVET courses

Students should investigate the delivery pattern of the EVET courses they are interested in so they are aware of what the commitment will be and also to understand how the EVET course will fit in with the total pattern of study. There are several options for the delivery of EVET courses e.g. 120 hours, 2 units x 1 year courses; 180 hours, 3 units x 1 year courses; and 240 hours, 4 unit courses which can be offered over one or two years. A small number of EVET ICF courses also offer specialisation units to complement 240 hour courses. Students who successfully complete all units may be eligible for a full Certificate qualification, rather than a Statement of Attainment.

Specific Requirements of EVET courses

It is important that students understand that enrolment in EVET courses requires a commitment to satisfactory completion. The specific requirements for EVET courses include the following:

- **NESA requirements** for completion of course work. If a student does not satisfactorily complete course work, they may be given an “N” Determination for the course or, they may be withdrawn from the course. External

RTOs will monitor attendance and send regular reports to the student's home school.

- **Student Commitment** – Once a student starts a course, they will be expected to commit to completing it as there is significant cost involved for the NSW Department of Education. Students will not be permitted to change to another EVET course. Students who miss class work at school because of EVET course enrolments (including work placement) are responsible for following up with their teachers and catching up on missed work.

- **Travel** – Students studying EVET courses are responsible for organising their own transport to the study venue and also for making their way home at the conclusion of the class. Students are responsible for paying travel costs. Students will need to complete and submit an early leave application available from their Careers Advisor. Students will be issued with an early leave pass that should be shown when required. Students doing EVET courses may be given compensatory study periods during the week.

- **Proposed timetabling** – students should carefully check details to see when the EVET course will be delivered. EVET courses are conducted on different days of the week with many classes commencing at 1:30pm and ending at 5:30pm. For some courses, “block” attendance during term and/or school holidays may be necessary.

- **Online courses** require students to be able to work independently, have access to digital technology and to manage their time effectively to ensure they keep up with all work requirements.

- **Mandatory Work Placement applies to many EVET courses** and gives students the chance to learn new skills and apply the skills they learn from doing the course. It also helps students to:

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

Failure to complete mandatory work placement could jeopardise the students' satisfactory completion of the Preliminary or HSC units and could put their HSC at risk.

EVET 2023 Application Process

1. **Research:** Students interested in applying for an EVET course should research the course which interests them to learn about course content and possible career paths. Detailed information sheets are available for all courses listed on the EVET portal from your Careers Adviser. Additionally, some providers also send EVET course information to schools so students should ask Careers Advisers about this.

2. **Submit:** Students complete a detailed **Expression of Interest (EOI)** form (available from the Careers Adviser). Parents or guardians are required to sign the EOI to indicate their awareness of course requirements, as well as the level of commitment required by students. All students will need their ERN and NESA number to complete this form.

3. **Interview:** Some schools will require students to participate in an interview to discuss the reasons for applying for the course. Students will be expected to explain why enrolling in the course is important to future career planning and demonstrate a commitment to successfully

completing the course. Parents may be asked to participate in these interviews. Where applicable, students may also need to participate in mandatory interviews and application processes as required by an RTO. Failure to participate in these processes will mean that the application will not be considered.

4. **Apply:** The closing date for 2023 EVET applications will be late in Term 3 (the exact date is yet to be finalised) Offers will be made from early November.

Expressing an interest in an EVET course does not guarantee that a student will be made an offer, nor that the course will be delivered in 2023. Some courses are very popular, and the number of applications exceeds available places. Occasionally, there may not be enough applications to form a class for some courses and the class will be cancelled.

EVET Providers

1. **NSW TAFE** is the largest provider of EVET course and the term 'TVET' refers to EVET programs delivered by TAFE NSW. TAFE NSW delivers EVET courses at a number of locations which students in Sydney may be able to access including:

- **TAFE NSW Sydney Region** - Enmore, Gymea, Loftus, Meadowbank, Petersham, Randwick, St George, St Leonards and Ultimo TAFE colleges
- **TAFE NSW Western Sydney Region** - Bankstown, Campbelltown, Granville, Lidcombe, Ingleburn (MBISC), Liverpool, Macquarie Fields, Miller, Padstow, Wetherill Park, Blacktown, Kingswood, Nepean and Nirimba TAFE colleges.
- **TAFE Illawarra Region** - Moss Vale, Wollongong, and Goulburn TAFE Colleges.
- **TAFE Digital** offers a large number of online EVET courses each year

2. **Private RTOs** - other RTOs which deliver EVET courses include:

- **Whitehouse Institute Pty Ltd** - offers design fundamentals courses. This RTO is located in central Sydney and courses are delivered during school holiday periods.
- **NSW Health RTO**- offers Human Services nursing courses at several locations including Bankstown, Campbelltown, Concord, Fairfield, Liverpool, Rozelle and Bowral.
- **Taronga Institute RTO** - offers animal studies courses at Taronga Zoo, Mosman.
- **UAVAIR** – delivers aviation remote pilot courses. Delivery locations vary each year.
- **Academy of Interactive Entertainment** – offers online creative industries courses both online and at a Sydney campus.
- **Australian Careers Business College** - offers courses such as financial services, business services and child studies. Course delivery may be online or at sites such as Liverpool, Parramatta, and Wollongong.

Students should speak to their Careers Adviser about the full list of courses that will be available in 2023.

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

Course: **Construction** 2 or 4 Preliminary and/or HSC units in total
Board Developed Course Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

CPC20211 Certificate II in Construction Pathways *
Based on Construction, Plumbing and Services Training Package
Version Release 5 (CPC08 v9.8)
Mandatory Units of Competency

CPCCCM1012A Work effectively and sustainably in the construction Industry
CPCCCM1013A Plan and organise work
CPCCCM1014A Conduct workplace communication
CPCCCM1015A Carry out measurements and calculations
CPCCCM2001A Read and interpret plans and specifications
CPCCCM2005B Use construction tools and equipment
CPCWHS1001 Prepare to work safely in the construction industry
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Electives 6 out of the following

CPCCJN2001A Assemble components AND
CPCCJN2002B Prepare for off-site manufacturing process OR
CPCCWF2001A Handle wall and floor tiling materials AND
CPCCWF2002A Use wall and floor tiling tools and equipment OR
CPCBL2001A Handle and prepare bricklaying and blocklaying materials AND
CPCBL2002A Use bricklaying and blocklaying tools and equipment

CPCCCA2011A Handle carpentry materials
CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground
CPCCCO2013A Carry out concreting to simple form

Additional units required to attain a HSC credential in this course

CPCCCM2006B Apply basic levelling procedures
CPCWHS1001 Prepare to work safely in the construction industry.

The construction induction certificate (CIC or white card) will be issued by SafeWork NSW upon provision of evidence from an RTO that this competence has been achieved. This will allow student access to construction sites across Australia for work purposes.

Students may apply for Recognition of Prior Learning and/or Credit Transfer provided suitable evidence is submitted.

*** NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways and Statement of Attainment toward CPC20120 will be delivered, subject to NESA approval**

Recommended Entry Requirements

Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

Examples of occupations in the construction industry:

▪ building ▪ bricklaying ▪ concreting ▪ carpentry ▪ shop fitting ▪ joinery

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. The SafeWork NSW General Induction Training - (White Card) is a mandatory requirement before commencing work placement.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.

Course Costs: Resources \$ 50

Consumables \$

Other (eg: White Card) \$ 60

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

Public Schools NSW, Ultimo Registered Training Organisation 90072 VOCATIONAL EDUCATION and TRAINING
2023 HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION

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



Course: **Hospitality - Food and Beverage**
 Board Developed Course

2 or 4 Preliminary and/or HSC units in total
 Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIT20316 Certificate II in Hospitality
Based on SIT Tourism, Travel and Hospitality training package
(Release 1.2)

Units of Competency

Core

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

Electives

- SITXCOM001 Source and present information
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITXFSA002 Participate in safe food handling practices
- BSBSUS201 Participate in environmentally sustainable work practices
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITXFSA001 Use hygienic practices for food safety
- SITHCCC002 Prepare and present simple dishes
- SITHCCC003 Prepare and present sandwiches

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality Food and Beverage is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources \$ 70
Refund Arrangements on a pro-rata basis

Consumables \$
Please see your VET teacher to enquire about financial assistance

Uniform \$ 70

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2023 INFORMATION TECHNOLOGY COURSE DESCRIPTION

This course will change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.



Course: **Information Technology** 2 or 4 Preliminary and/or HSC units in total
 Board Developed Course Category B for Australian Tertiary Admission Rank (ATAR)

This industry curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

<p>Statement of Attainment in partial completion of ICT30120 Certificate III in Information Technology Based on ICT - Information and Communications Technology (ICT) Version 7.2</p>	<p>Elective For a Statement of Attainment Towards ICT30120</p> <p>BSBWHS311 Assist with maintaining workplace safety ICTWEB305 Produce digital images for the web ICTWEB304 Build simple web pages ICTSAS308 Run standard diagnostic tests ICTICT214 Operate application software packages</p> <p><i>To receive the full qualification ICT30120 (optional)</i> ICTWEB30 Develop web presence using social media</p>
<p>Units of Competency Core</p> <p>BSBCRT301 Develop and extend critical and creative thinking skills BSBXCS303 Securely manage personally identifiable information and workplace information BSBXTW301 Work in a team ICTICT313 Identify IP, ethics and privacy policies in ICT environments ICTPRG302 Apply introductory programming techniques ICTSAS305 Provide ICT advice to clients</p>	

~~Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.~~

Recommended Entry Requirements

Students selecting this course should be interested in working in the information technology industry. Students should be creative, cooperative and able to work in teams. They should be able to use a personal computer and lift and carry small equipment. Students should be interested in working with operating system software and have an interest in learning the various methods to troubleshoot problems. There will be out of class homework, research activities and assignments.

Pathways to Industry

Working in the information technology industry involves:

- designing web pages
- supporting computer users
- networking computers communicating with clients
- finding solutions to software problems

Examples of occupations in the Information Technology industry

- Service technician
- help desk office
- Multimedia developer
- On-line service support officer
- Technical support officer
- Web designer

Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

Students may lodge an appeal or a complaint about an assessment decision or other decisions through the VET teacher.

Course Costs: Resources \$ Consumables \$ Other \$
Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

Course: **Manufacturing and Engineering**
in total Board Endorsed Course
(ATAR)

4 Preliminary and/or HSC units

Does not contribute to the Australian Tertiary Admission Rank

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

2023 Preliminary Course:

MEM10119 Certificate I in Engineering

Based on MEM v2 Manufacturing and Engineering (Release 2)

Complete All:

Core

MEM13015 Work safely and effectively in manufacturing and engineering

Elective

MEM16006 Organise and communicate information

MEM11011 Undertake manual handling

MEM18001 Use hand tools

MEM18002 Use power tools/hand held operations

MEM12024 Perform Computations

MEM16008 Interact with computer technology

MEM07032 Use workshop machines for basic operations

2024 HSC Course:

Statement of Attainment toward MEM20413

Certificate II in Engineering Pathway

Based on MEM05 Metal and Engineering (Release 11.1)

Complete All:

Core

MEMPE006A Undertake a basic engineering project

MEMPE005A Develop a career plan for the

engineering and manufacturing industry

Elective

MEMPE001A Use engineering workshop

machines MEMPE002A Use Electric welding

machines MEMPE004A Use fabrication

equipment

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.

Examples of occupations in the Manufacturing and Engineering industry

- fitter
- refrigeration and air conditioning mechanic
- toolmaker
- locksmith
- machinist
- maintenance fitter

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment: There is no Higher School Certificate (HSC) examination for the Manufacturing and Engineering course.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources \$ 50

Consumables \$

Other \$

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>