YEARS 11-12 COURSE OUTLINES

2012 – 2013

Course Selection Night
Tuesday 2 August 2011
6.30pm – 8.00pm
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COURSE SELECTION

Subject selection forms will be distributed on the Course Selection evening for parents and students.

All courses are 2 Units except for: Mathematics Extension 1 and English Extension 1.

Visual Design, Ceramics and Marine Studies will be offered as both 1 Unit and 2 Unit courses. The 1 Unit course in these subjects will complement students electing Mathematics Extension 1 and English Extension 1.

Column 1 and 2 contain Board Developed Courses.

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<th>TAFE DELIVERED COURSE AREAS (TVET)</th>
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<td>If you are interested in doing a TVET course you can access the course information through your Careers Adviser or in the TVET section at the back of this booklet.</td>
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# Students wishing to count a Vocational Education and Training Course toward their Australian Tertiary Admission Rank (ATAR) must sit for an external HSC examination. For all other students the external examination is optional.

* If you choose Senior Science you CANNOT select another Science subject.

+ You may only choose ONE Mathematics subject UNLESS you choose Mathematics and Mathematics Extension Course 1.

(Cat B) Only ONE Category B course will count towards an ATAR.

You may only study ONE Industrial Technology subject.

All Board Developed Courses count towards an ATAR.
INFORMATION CONCERNING YEAR 11 COURSES

Think carefully about whether you will leave school at the end of Year 10 or enrol in Year 11 in 2012. Seek as much information and realistic advice as you can from various members of your family, and from Mrs Duval, Head Teachers, Mr Wiecek, Mr Weatherstone or Ms Knapman. A potential Year 11 student needs to think about important issues such as:

- A realistic goal. Ask yourself questions like: What am I going to do with my life? Will I need a HSC to gain entry to a course at university, a college or TAFE? Students wishing to enter university will, at least, need to study a pattern of courses that ensure they gain an Australian Tertiary Admission Rank (ATAR), whereas those not wishing to enter university may select a non-matriculation pathway. Be realistic about your career choices and about your subject choices.

- A sincere desire to benefit from further education.

- A willingness and ability to make a serious attempt to succeed. Remember it is likely that you will be expected to commit at least three hours each school night to homework and study.

- If you are willing to do the best for yourself possible, try to continue your education.

- Select subjects that interest you and which contribute to a balanced education. Ensure they are subjects you want to study and they are subjects in which you are capable of doing well.

Classes can only be formed when sufficient students nominate to enrol in a particular course, and it is possible to satisfactorily combine this course with others on the Year 11, 2012 timetable. Every effort will be made to offer as wide a curriculum as possible.

Once courses have been finalised, there will be few options to change courses. It is therefore very important to think carefully about elective choices that you are now required to make.

The Year 11 Preliminary course is only of three terms duration therefore no requests for change of course will be considered after the fourth week of Term 1, 2012.

You can choose from several types of course, namely:-

- Board Developed Courses.
- Board Endorsed Courses.
- TAFE Courses.
- School Vocational Education and Training Courses.

Please Note: Students wishing to study TAFE delivered VET courses will be required to fill in a separate application form available through Mrs Duval. They will also select TAFE as one of their top six subject selections.
IMPORTANT RULES ABOUT THE HSC

- Students must have a satisfactory record of attendance and application up to and including the final date of attendance, unless leave is granted.
- To complete satisfactorily a Preliminary or HSC course a student must have:
  - followed the course developed or endorsed by the Board of Studies.
  - applied himself/herself with diligence and sustained effort to set tasks and experiences in the courses.
  - achieved some or all of the course outcomes.
- Students who do not hold a NSW School Certificate or who have not been granted School Certificate equivalent or Advanced Standing or who have not been granted provisional eligibility by the Principal to enter Year 11 will not be eligible to sit for the HSC examination as school students.
- The HSC is awarded to students who have completed Preliminary and HSC courses in the subjects they have selected and who have sat for external examinations and been awarded school assessments in the required number of subject units. The school assessments allow the class teacher to indicate a student's achievement in aspects of a course which may not be adequately assessed by a single external examination. Students will be given an assessment rank at regular intervals throughout their study of HSC courses, which for the great majority of students will be throughout Year 12. These rankings will appear on the Yearly and Half-Yearly School Reports. The assessment rankings will be determined by achievements in specified assessment tasks.
- Each subject is organised into units of study. In Year 11 students must undertake a program of courses which totals 12 units of study.
- When you are planning your course you should remember that:
  - Years 11-12 courses comprise two components - a Preliminary and a HSC course. Satisfactory completion of the Preliminary course is a prerequisite for entry into a HSC course. All Preliminary course work in a subject is to be completed to gain a Year 11 Record of Achievement. The Principal will be required to certify satisfactory completion. The HSC Examination in a given subject will focus on the HSC content, with the Preliminary content comprising “assumed knowledge”. The study of prescribed texts is not to commence before the beginning of the HSC course. The assessment component of the HSC is to be conducted in relation to the HSC course only. Year 12 (HSC) courses will be listed on the Year 12 Record of Achievement. The pattern of study requirements for the HSC, as indicated below, will apply to both Preliminary and HSC courses:-
    - At least 6 units from the 2 unit and extension Board Developed Courses;
    - At least 2 units of a Board Developed Course in English;
    - At least 3 courses of 2 units value (or greater); and
    - No more than 6 units of courses in Science.
  - Students must study at least 12 Preliminary course units and 10 HSC course units.
- An ATAR will be calculated, for those students wishing to obtain an ATAR, as follows:
  - The ATAR will be based on the scaled aggregate of the marks in the best 10 units of Board Developed Courses, subject to the following restrictions:
    - At least 2 units of a Board Developed Course in English
    - At least three courses of 2 units value or higher
    - At least four 2 Unit subjects, and
    - No more than 2 units of Category B Courses.
  - The ATAR may include units accumulated by a candidate over a total span of five years, provided that:
    - Examination marks obtained in different years will be available for inclusion in the ATAR; and
    - If a candidate attempts more than 10 units in the latest attempt then, except where the candidate has studied units ahead of their cohort, the ATAR will be computed on the basis of these units. If a course or part of a course has been repeated only the last satisfactory attempt is used in the calculation.
  - The ATAR may include units obtained by a candidate in advance of his or her HSC cohort, and in such cases, even if the candidate has attempted more than 10 units in the latest year, shall be calculated on the basis of the candidate’s best 10 units.
BOARD DEVELOPED COURSES

ABORIGINAL STUDIES
2 Units in Years 11-12
Enquiries should be directed to Mrs Ellis

Aboriginal history and culture are fundamental to the development of Australia’s identity in the 21st century. This subject acknowledges the contribution of Aboriginal cultures and communities to Australian society. Students will learn to think critically about the historical and contemporary experiences of Aboriginal people and the concept of ‘shared histories’.

Preliminary Course will establish an historical body of knowledge from pre-contact times to the 1960’s. The students will also be introduced to the local Aboriginal community. They will look at Aboriginality and the Land, Heritage and Identity, Colonialism, Racism and Prejudice, research and inquiry methods.

HSC Course the students will be working with the local community and will develop an understanding of social justice and human rights issues including housing, education, employment, criminal justice and economic independence.

Through doing Aboriginal studies students will develop a keen understanding and appreciation of the concepts of social justice and will examine their role as active and informed citizens.

The skills developed in this course will help students to:
- investigate issues and communicate information from a variety of perspectives; and
- to develop values and attitudes on issues such as social justice, intercultural understandings, empathy with Aboriginal peoples and their experiences and ethical practices.
ANCIENT HISTORY  
2 Units in Years 11-12  
Enquiries should be directed to Mrs Ellis

The senior Ancient History course is a fascinating, interesting and challenging study of the past. Topics are selected to enable students to study in-depth, the development of societies and periods through a focus on warfare, social customs and everyday life, historical remains, governments, religion and key personalities. These topics will not only help students appreciate the modern world in which they live and make our society easier to understand, but may assist students in gaining some background for some of their other HSC studies.

Through the course work, the students are given the skills to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of a complex global society.

**Preliminary Course** topic areas can include:
- Archaeology - Techniques and uses - the Core study
- Bog Bodies - Preserved remains uncovered after 2000 years or more
- Development of the Pyramids in Egypt
- Tutankhamen’s tomb and the Valley of the Kings
- The cities of Rome and Deir el Medina
- Personalities such as Boadicea
- An historical investigation of the student’s choice

**HSC Course** topic areas are drawn from choices within the Ancient Societies of Greece, the Near East, Rome and Egypt and could include:
- Pompeii and Herculaneum - the Core study
- Hatshepsut (the female Pharaoh who wore a beard!)
- Agrippina II (who was murdered by her son, the Emperor of Rome)
- New Kingdom Egypt (in-depth look at mummification, religion and way of life)
- Sparta (the Greek City State who killed weak babies and lived only for WAR)
- Julio-Claudians (one of them may have named a horse a Roman senator)

These are some of the numerous options available to study during the two years of the course. The content is usually presented in ways which cater to students preferred way of learning. The focus is on engaging students through fun yet academically productive activities.

Ancient History fascinates students and engages them in the art of investigating answers to historical questions. The skills that students will develop by doing this course include problem solving, source analysis and synthesis as well as essay writing. Other skills such as deduction and higher order thinking are developed in the students through the inherent nature of the content material presented.

This course also has an Extension Course available for students who wish to extend their skills and reasoning as well as passion for History in Year 12.
**BIOLOGY**

2 Units in Years 11-12

Enquiries should be directed to Mr Kidd

**Exclusions:** Preliminary Senior Science cannot be done with this course.

The Preliminary course incorporates the study of the mechanisms and systems living things use to obtain, transport and use material for their own growth and repair, biotic and abiotic features of the environment and the relationships between and interdependence of organisms in an ecosystem, the evolution of life on Earth, and the effects of global changes that took place during the formation of modern Australia on the diversity of Australian biota.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation.

**Preliminary Course:**

- Patterns in Nature
- A Local Terrestrial and Aquatic Ecosystem
- Life on Earth
- Evolution of Australian Biota

**HSC Course:**

There are three core topics to be studied:-

- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

One elective **must** be studied from the following:-

- Biotechnology
- Genetics
- The Human Story
- Communication

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.
The Business Studies course was developed as a result of a need across the community for a course that can prepare students to participate more effectively and responsibly in a changing business environment.

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

**Preliminary Course:**
- Nature of Business
- Business Management
- Business Planning

**HSC Course:**
- Operations
- Marketing
- Finance
- Human Resources

In the Preliminary course there is a research project, investigating and planning.

This course provides a general business education that will assist students in whatever employment or life situation develops for them after school. The course provides a business focus that prepares students both to engage in business activities and to participate in various operations.
CHEMISTRY
2 Units in Years 11-12
Enquiries should be directed to Mr Kidd

**Exclusions**: Preliminary Senior Science cannot be done with this course.

The course aims to provide students with a knowledge of the basic ideas of Chemistry through an experimental approach, so that students develop expertise in the use of chemical apparatus. They are expected to develop an ability to communicate ideas through the use of symbols, formulae and equations. Emphasis is also placed on problem solving in both practical and theoretical concepts.

The course provides students with an understanding that Chemistry is a changing and growing field of study with social and moral implications. This challenging course places demands in the area of Chemistry and Mathematics.

**Preliminary Course**:  
- The Chemical Earth  
- Metals  
- Water  
- Energy

The HSC course builds on the Preliminary Course.

**HSC Course.** Core topics:-  
- The Identification and Production of Materials  
- The Acidic Environment  
- Chemical Monitoring and Management

and **ONE** option from the following:-  
- The Chemistry of Art  
- Shipwrecks and Salvage  
- Industrial Chemistry  
- Forensic Chemistry  
- The Biochemistry of Movement

Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.
COMMUNITY AND FAMILY STUDIES
2 Units in Years 11-12
Enquiries should be directed to Ms Williams

Community and Family Studies is designed to develop an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

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

HSC Course:
- Research Methodology – Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)
- Groups in Context – The needs of specific community groups. (Indicative course time: 25%)
- Parenting and Caring – Individuals and groups who adopt roles in parenting and caring in contemporary society. (Indicative course time: 25%)

HSC Option Module:
- Social Impact of Technology – The impact of evolving technologies on individuals, families, work and communities. (Indicative course time: 25%)

As part of the HSC, students are required to complete an Independent Research Project. 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.

EARTH AND ENVIRONMENTAL SCIENCE
2 Units in Years 11-12
Enquiries should be directed to Mr Kidd

Exclusions: Preliminary Senior Science cannot be done with this course.

This course aims to provide students with a knowledge and understanding of the earth and its environments. The course also aims to assist students to recognise and understand our responsibility to conserve, protect and maintain the quality of all environments for future generations.

Students will apply investigative and problem solving skills along with effective communication skills in both individual and cooperative group work, during their study of this course.

Preliminary Course:
- Planet Earth and Its Environment
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Course:
The HSC course builds on the Preliminary course. Core topics:
- Tectonic Impacts
- Environments Through Time
- Caring for the Country

and ONE option from the following:
- Introduced Species and the Australian Environment
- Organic Geology - A Non-Renewable Resource
- Mining and the Australian Environment
- Oceanography

Practical experiences including a field study should occupy a minimum of 80 indicative hours across the Preliminary and HSC course time with no less than 35 hours in the HSC course.
ECONOMICS
2 Units in Years 11-12
Enquiries should be directed to Mr Newing

Economics is designed to be self-contained and assumes no previous knowledge of the subject. Economics provides an understanding for students about many aspects of the economy. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students’ knowledge and understanding of the operation of the Global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Preliminary Course:
- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

HSC Course:
- The Global Economy
- Australia’s Place in the Global Economy
- Economic Issues
- Economic Policies and Management

Economics assists students who are interested in accountancy, business administration, finance, industrial relations, political studies, teaching and financial institutions. Economics enables students to understand the nature and functions of the Australian Economy. Students are empowered to participate in society as informed citizens.
ENGLISH ADVANCED  
2 Units in Years 11-12
Enquiries should be directed to Mrs Zielinski

Exclusions: English Standard and English as a Second Language

In the Preliminary English (Advanced) course students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the HSC English (Advanced) course, students analyse and evaluate texts and the ways they are valued in their contexts.

Main topics covered in Preliminary and HSC Course
The course has two sections:
• Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
• Electives in which students explore, examine and analyse texts. Students also analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The electives comprise 60% of the content. Students are required to complete one elective from each of three modules A, B or C.

Preliminary English (Advanced):
• Study of Australian and other texts.
• Exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts.
• Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts.
• Integration of the modes: reading, writing, listening, speaking and viewing and representing as appropriate.
• Engagement in the integrated study of language and text.

HSC English (Advanced) Course:
• The close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearian drama, prose fiction, drama or film, poetry, non-fiction or media or multimedia texts.
• A wide range of additional related texts and textual forms.

NOTE: This course is designed for students who have achieved highly in English and who have a deep appreciation of literature.
ENGLISH EXTENSION (PRELIMINARY)
1 Unit in Years 11-12
Enquiries should be made to Mrs Zielinski

Exclusions: English (Standard) course and English as a Second Language

Prerequisites:
- English (Advanced) course.
- Preliminary English Extension Course is prerequisite for Extension Course 1.
- Extension Course 1 is prerequisite for Extension Course 2.

Preliminary Extension Course:
The course has one mandatory section, Module: Texts, Culture and Value.

Preliminary English (Extension) course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

HSC (Extension) Course 1:
The course has one section. Students must complete one elective chosen from one of the three modules offered for study:
- Module A – Genre
- Module B – Texts and Ways of Thinking
- Module C – Language and Values

The HSC English (Extension) Course 1 requires students to explore ideas of value and consider how cultural values and systems of valuations arise.

NOTE: This course is designed for students who have achieved highly in English and who have a deep appreciation of literature and a good creative writing ability is also essential.
ENGLISH STANDARD
2 Units in Years 11-12
Enquiries should be directed to Mrs Zielinski

Exclusions: English Advanced, English as a Second Language and English Extension 1

In the Preliminary English (Standard) course students explore the ways events, experiences, ideas and processes are represented in and through texts.

Preliminary Course two sections:
• Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
• Electives in which students explore and examine texts* and analyse aspects of meaning. The electives comprise 60% of the content.

Preliminary English (Standard) course requires:
• Study Australian and other texts.
• Explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts.
• Undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts.
• Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate.
• Engage in the integrated study of language and text.

In the HSC English (Standard) course students reflect on and demonstrate the effectiveness of texts of different audiences and purposes.

HSC Course has two sections:
• The HSC Common content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
• Modules that provide elective choices which emphasise particular aspects of shaping meaning and which demonstrate effectiveness of texts for different audiences and purposes. Students are required to complete one elective from each of the three Modules.

HSC English (Standard) course requires:
• The close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction, drama, poetry, non-fiction, film, media or multimedia.
• A wide range of additional related texts and textual forms.

* Texts include written, spoken, non-verbal or visual mediums of communication.
FOOD TECHNOLOGY
2 Units in Years 11-12
Enquiries should be directed to Ms Williams
Course Charges: $50.00

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

Preliminary Course:
- Food Availability and Selection (30% of indicative course time)
- Food Quality (40%)
- Nutrition (30%)

HSC Course:
The Australian Food Industry (15%)
Food Manufacture (30%)
Food Product Development (30%)
Contemporary Food Issues in Nutrition (25%)

Students do not have to have studied Food Technology in Years 9 and 10 to study for the 2 Unit Preliminary course.

It is a mandatory requirement that students undertake practical activities however this is a small part of the curriculum. This course can be quite challenging and requires academic commitment.

Studies in Food Technology may lead to employment in the following areas: the Hospitality Industry, Food Promotion and Marketing, Nutrition and Food Product Testing.
FRENCH BEGINNERS
2 Units in Years 11-12
Enquiries should be directed to Mrs Powrie

The French Beginners course is designed for senior secondary students who have little or no previous knowledge of French.

The following objectives define in broad terms the knowledge, understanding and skills to be developed through the study of the French Beginners Stage 6 syllabus.

Students will:
- exchange information, opinions and experiences in French
- express ideas through original spoken and written texts in French
- understand and respond to texts that are in French
- understand cultural aspects of the language, and the culture of French-speaking communities.

To achieve these objectives, students will use the skills of listening, speaking, reading and writing.

The study of French provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition to this, there are opportunities for students to gain recognition in vocational education and training.
The study of Geography provides students with an opportunity to undertake an integrated study of environments.

Geography looks at a variety of different views of the world through time and space. Students use and apply a wide range of geographical skills including mapping, investigation, communication and participation. They are able to examine changes taking place within environments by using fieldwork, geographic skills, research projects and an examination of current issues in Geography. The study of Geography includes compulsory fieldwork.

**Preliminary Course:**
- Biophysical interactions (45% of indicative course time)
- Global Challenges (45%)
- The Senior Geography Project (10%)

**HSC Course:**
- Ecosystems at Risk (33%)
- Urban Places (33%)
- People and Economic Activity (33%)

Geography assists students in a number of ways. It is useful as it enables students to develop analytical skills which will greatly help them in problem solving in later life.

Geography will enable students to understand the world in which they live and appreciate the problems faced, and different approaches to solving these problems. Geography looks at the environment and the ways and means of protecting it.

Geography as a study will assist students interested in resource management, environmental protection, education, and more increasingly, government employment.

Given the current interest in the environment Geography would provide students with the knowledge and skills to satisfy many career paths.
Industrial Technology is designed to develop in students a knowledge and understanding of the ‘Multimedia Industry’ and its related technologies with an emphasis on design management and production through practical projects. Students use a variety of software to develop skills in 2D/3D drawing, animation, sound editing, web page design, publishing and presenting information in an electronic form.

There are four parts that are common in both the Preliminary and the HSC course:

**Industry Study**
- Students will study an individual business related to the ‘Multimedia Industry’.

**Design and Management**
- Students learn to design, plan and manage their work through the development of a folio.

**Workplace Communication**
- Students learn communication and information processing skills.

**Industry Specific Content**
- Students will develop knowledge and skills through Multimedia Industries the construction of practical projects.

**Preliminary Course:**
Students will produce a number of practical projects varying in skills: image creation/editing, sound imaging/editing, publishing/page layout and storyboarding. Each project enhances students' skills using a variety of software packages. A management folio accompanies each project.

**HSC Course:**
Students construct a major project of their own design that falls into the ‘Multimedia Industry’. Students are required to pay for the materials they use for their project. This project demonstrates the skills and knowledge they have developed in the Preliminary course. A management folio accompanies the project. This project is worth 60% of the students' final external mark. The written HSC test is worth the remaining 40%.

*Students can only study ONE Industrial Technology course*
INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE INDUSTRIES
2 Units in Years 11-12
Enquiries should be directed to Ms Williams
Course Charges: $35.00

Industrial Technology is designed to develop in students a knowledge and understanding of the ‘Timber Products and Furniture Industries’ and their related technologies with an emphasis on design management and production through practical projects. Students can develop skills in cabinet making, carving, lathe turning, basic carpentry and marquetry.

There are four parts which are common in both the Preliminary and the HSC course:

Industry Study: Students will study an individual business related to the ‘Timber Products and Furniture Industry’.

Design and Management: Students learn to design, plan and manage their work through the development of a folio.

Workplace Communication: Students learn communication and information processing skills.

Industry Specific Content: Students will develop knowledge and skills through the construction of practical projects.

**Preliminary Course:**
Students will produce a number of practical projects varying in materials and methods. Each project enhances students' skills using hand tools and power tools and fixed machines. A management folio accompanies each project.

**HSC Course:**
Students construct a major project of their own design that falls into the 'Timber Products and Furniture Industry'. Students are required to pay for the materials they use for their project. This project demonstrates the skills and knowledge they have developed in the Preliminary course. A management folio accompanies the project. *This project is worth 60% of the students' final external mark*. The written HSC test is worth the remaining 40%.

Students can only study ONE Industrial Technology course.
INFORMATION PROCESSES AND TECHNOLOGY
2 Units in Years 11-12
Enquiries should be directed to Mrs Kidd or Mr Nicholson
Course Charges: $15.00

Information Processes and Technology is the study of computer based information systems. It focuses on information processes, information processing tools and the information technology. It also considers the social and ethical issues resulting from the use of information processes and technology and non-computer procedures in processing information.

Through this course, students will gain a good working knowledge of the key competencies of data, information and systems, the interactive nature of effective information based systems, available and merging information technologies, the social and ethical issues associated with the use of information technology and information systems, the communication, personal and team skills and related issues such as project management, documentation and user interface.

**Preliminary Course** topics are:
- Introduction to Information Skills and systems 20%
- Tools for Information Processes 50%
- Developing Information Systems 30%

**HSC Course** topics are:
- Project Work 20%
- Information Systems and Databases 20%
- Communication Systems 20%
- Option Strands 40%
Legal Studies is designed to develop an understanding of the law. It provides a context for the development of higher-order thinking skills necessary for further education, work and everyday life, and a range of other employability skills.

**Preliminary Course:**
- The Legal System (40% of indicative course time)
- The Individual and the Law (30%)
- Law in Practice (30%)

**Focus Topics** – Aboriginal and Torres Strait Islanders, Migrants, Women, Human Rights – Anti-Discrimination, Intellectually and Physically Disabled, Socio-Economically Disadvantaged, Groups in Conflict, Events which highlight legal issues, Criminal and Civil cases of interest

**HSC Course:**
- Crime (30%)
- Human Rights (20%)
- Options (50%): Two areas are to be chosen from Consumers, Families, Global Environments, Indigenous People, Shelter, Workplace, World Order.

Themes and challenges are specific to each topic studied.

**Special Features:**
Students study the above through media analysis (newspapers, documentaries, movies, internet). They visit Campbelltown Local and District Courts and the Supreme Court of New South Wales.

**Advantages of Choosing Legal Studies:**
Topics enjoyed by students include an understanding of the court system, crime, marriage and de facto relationships, divorce, preservation and care of the environment.

**Possible Occupations:**
Legal Studies assists students in everyday life skills and careers in Legal Firms, Court Offices, Police Force, Real Estate, Public Trustees Office, Human Resources Environmental areas, Administration, Counsellor, Psychologist, Retail or Attorney General's Department.

A fantastic grounding for virtually any chosen career.

Consider the following quote contained in the rationale of the new Legal Studies syllabus.

“There is a lot of loose talk in Australia about democracy, the rule of law and basic rights. Yet unless we educate future citizens concerning the broad outline of our laws, they may grow up feeling that law is alien to their experience. I want them to grow up insisting that the law must be just and modern and accepting the citizen's responsibility to ensure that this is so.”

Michael Kirby AC CMG
Former Justice of the High Court of Australia
MATHEMATICS
Enquiries should be directed to Mrs Kidd

MATHEMATICS GENERAL:
This course focuses on mathematical skills and techniques which have direct application to everyday activity. The course provides an appropriate mathematical background for students who do not wish to pursue formal study of mathematics at a tertiary level and is designed to support TAFE and other vocational courses.

Prerequisites are:
This course is constructed on the assumption that students have achieved the outcomes of the 5.2 part of the Year 10 course or the 5.1 part of the Years 9 and 10 course.

MATHEMATICS:
This course is intended to give students who have demonstrated general competence at the 5.3 part of the Year 10 course, an understanding of competence in some further aspects of Mathematics which are applicable to the real world. It has general educational merit and is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.

Prerequisites are:
This course is constructed on the assumption that all students have achieved the outcomes in the 5.2 topics and some of the topics in the 5.3 part of the Mathematics course in Years 9 and 10.

MATHEMATICS EXTENSION 1 Preliminary and HSC:
This course is intended for students who have demonstrated a mastery of the skills included in the School Certificate (Stage 5) of the 5.3 topics in the Years 9 and 10 Mathematics course and who are interested in the study of further skills and ideas in Mathematics. It is recommended as a minimum basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of Mathematics in support of the physical and engineering sciences.

Prerequisites are:
This course is constructed on the assumption that all students have achieved the outcomes in the core of the 5.3 topics of Mathematics course in Years 9 and 10.

MATHEMATICS EXTENSION 2 HSC:
This course is designed for students who have demonstrated a mastery of the skills in the Mathematics and the Mathematics Extension 1 Preliminary courses and who are interested in the study of further skills and ideas in Mathematics at a Tertiary level. It represents a distinctly high level in school mathematics involving the development of considerable skill and a high degree of understanding of algebra and calculus. It can only be studied in Year 12.
MODERN HISTORY
2 Units in Years 11-12
Enquiries should be directed to Mrs Ellis

Modern History is an interesting course which provides students with an opportunity to investigate a range of historically important people, groups, events, societies and periods. These topics will not only help students appreciate the modern world in which they live and make our society easier to understand, but may assist students in gaining some background for some of their other HSC studies.

Through the course work, the students are given the skills to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of a complex global society.

The Preliminary course includes the Core Study of the World at the Beginning of the Twentieth Century in which we examine what life was like at the turn of the Twentieth Century in Europe as well as several Depth Studies such as:
- Slavery and the slave trade
- The Civil Rights Movement in the USA (Malcolm X and Martin Luther King)
- Revolutions (French, Cuban and Russian)
- The origins of the Arab-Israeli Conflict
- The Bodyline bowling controversy
- Ayatollah Khomeini and fundamentalism

Topics and historical figures to be studied for the HSC include:
- World War I - the Core Study
- Germany from 1918-1939
- Conflict in Europe (WWII and the Holocaust)
- Personalities like Leni Riefenstahl (Hitler’s favourite director) and Albert Speer (Hitler’s architect)
- Russia and the Soviet Union 1917-1941

These are some of the numerous options available to study during the two years of the course. The content is usually presented in ways which cater to students preferred way of learning. The focus is on engaging students through fun yet academically productive activities.

The skills that students will develop by doing this course include problem solving, source analysis and synthesis as well as essay writing. Other skills such as deduction and higher order thinking are developed in the students through the inherent nature of the content material presented.

This course also has an Extension Course available for students who wish to extend their skills and reasoning as well as passion for History in Year 12.
MUSIC COURSE 1  
2 Units in Years 11-12  
Enquiries should be directed to Mrs Ellis  
Course Charges: $30.00  

Students study a minimum of three topics in Preliminary Music 1 and another three topics in HSC Music 1. The focus is on the study of musical concepts (pitch, rhythm, structure, tone colour, texture, dynamics and expressive techniques) through the learning experiences of performance, listening, musicology and composition.

Among the thirty available topics to be studied are Rock, Theatre Music, Music and Religion, Jazz, Popular Music, Music for Small Ensembles, and Music for Radio, Film, Television and Multimedia. The teacher will direct class study of at least two topics in each year, while students will research and study at least one through a directed topic study.

For the HSC examination all students are required to listen to a variety of musical excerpts and create written responses (30%), present a performance (20%) and present three electives from performance, musicology vive voce, or composition (60%).

This course is available to all students and does not require a background of elective music.
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
2 Units in Years 11-12
Enquiries should be directed to Mr Elbahou

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

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

**Preliminary Course** (60% of indicative course time):
- Better Health for Individuals (30%)
- The Body in Motion (30%)

**Optional Components** (40%):
Students choose to study TWO of:
- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

**HSC Course** (60%):
- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

**Optional Component** (40%):
Students choose to study TWO of:
- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

This course will:
- Provide an opportunity for students to extend and refine the understandings and skills they have developed in PDHPE in Years 7-10.
- Provide knowledge and skills which would be useful for anyone planning to work or study in the areas of Health and Recreation, Social Welfare, Police, Child Care, Physiotherapy, Fitness Instruction and PDHPE teaching.
- Be useful for students concerned with developing a deeper understanding of their own health and physical abilities.

**NB.** This subject is predominantly theory. Practical lessons are only used to reinforce or further develop understanding of theoretical components.
PHYSICS
2 Units in Years 11-12
Enquiries should be directed to Mr Kidd

Exclusions: Preliminary Senior Science cannot be done with this course.

The Preliminary course incorporates the study of kinematics and dynamics, the properties of waves, electrical energy, electric and magnetic fields and the interaction between energy and matter that brought about the formation of the Earth.

The HSC course builds upon the Preliminary course. It examines gravitational fields, momentum, projectile and circular motion, generators, superconductors and transformers and the development of our understanding of the macro and atomic world through the Twentieth Century.

Preliminary Course:
• Moving About
• The World Communicates
• Electrical Energy in the Home
• The Cosmic Engine

HSC Course:
• Space
• Motors and Generators
• From Ideas to Implementation

One Option from the following:
• Medical Physics
• Astrophysics
• Geophysics
• From Quanta to Quarks
• The Age of Silicon

Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.
SENIOR SCIENCE
2 Units in Years 11-12
Enquiries should be directed to Mr Kidd

Exclusions: Preliminary courses in Biology, Chemistry and Physics cannot be done with this course.

The Preliminary course incorporates the study of some aspects of human anatomy and discusses issues associated with the protection of the body in the workplace, the interactions between organisms in local ecosystems, the collection, storage and conservation of water resources, and the structure and function of plants with an emphasis on Australian native plants.

The HSC course examines the range and importance of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, the structure and function of organs of the human body and the physical features of these organs that can be detected by medical technology.

Preliminary Course:
- Humans at Work
- Local Environment
- Plants
- Water for Living

HSC Course:
- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems

One Option:
- Polymers
- Preservatives – Additives
- Disasters
- Pharmaceuticals
- Space Science

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.
SOCIETY AND CULTURE
2 Units in Years 11-12
Enquiries should be directed to Mrs Ellis

Society and Culture provides students with an opportunity to develop an understanding of the world they live in. This course aims to promote empathy for other societies and cultures as well as to enhance students' knowledge of their own cultural environment.

The course begins with where students are in today's world then it moves through in depth studies and concludes with looking ahead, considering the future and the importance of lifelong education to adapt to change.

The **Preliminary** course consists of looking at the social, cultural world, personal and social identity and intercultural communication.

In the **HSC** course students will complete a Personal Interest Project as well as Social and Cultural Continuity and Change. They will also do two Depth Studies, which might include Popular Culture, Belief Systems, Equality and Difference, Work and Leisure.

Students will develop skills in:
- communication and expression
- research, analysis and presentation
- questioning
- interpersonal and social skills
- decision making
- values and attitudes
- social responsibility and respect

Students will undertake a major assignment known as a Personal Interest Project where they can extensively research a topic that they are interested in. Students will also study a variety of societies and look at a comprehensive range of cultural issues. Guest speakers, excursions, computer research (Internet) and video analysis are all techniques used within the presentation of this course.
SOFTWARE DESIGN AND DEVELOPMENT
2 Units in Years 11-12
Enquiries should be directed to Mrs Kidd or Mr Nicholson
Course Charges: $15.00

Software Design and Development is the study of designing appropriate software solutions. It focuses on group and individual work and practical experience in building software solutions. Specific reference is made to the availability of modules of code that may already have been developed. This allows students the opportunity to utilise such modules in order to build a substantial solution, without the need for them to develop the complete software solution by themselves. The steps involved in developing meaningful software solutions are specifically defined, to allow students to follow a methodical approach in developing their projects.

Through this course, students will gain a good working knowledge of the key competencies of evaluation, communication issues, project management, social and ethical issues associated with software interface design, program maintenance, syntax and environment of a programming language, techniques used during the testing of software, and implementation of complex logic algorithms into program code.

Preliminary Course topics are:
- Concepts and Issues in the Design and Development of Software (30%)
- Introduction to Software Development (50%)
- Developing Software Solution (20%)

HSC Course topics are:
- Development and Impact of Software Solutions (15%)
- Software Development Cycle (40%)
- Developing a Solution Package (25%)
- One of the following options: (20%)
  1. Evolution of Programming Languages
  2. The Software Developer's View of the Hardware
Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life.

The **Preliminary Course** includes the study of the Nature of Religion and Beliefs and Religious Study including all the major religions of the world.

The **HSC Course** looks at Religion and Belief Systems in Australia since World War II plus Depth Studies on the major belief systems.

Students will develop knowledge and understanding about the nature of religion and belief systems in both a local and global content; how religion expresses itself within societies; and religious traditions.

The skills developed in this course include:

- being able to gather, analyse and synthesis information about religion; and
- to be able to communicate complex information and ideas to different audiences and in different contexts.

Students will learn to value and appreciate the ethical and socially responsible behaviours which are brought about through empathy for religious diversity. They will also value the fundamental rights of religious believers, rules and laws that promote fairness, justice and equality in society.
VISUAL ARTS
2 Units in Years 11-12
Enquiries should be directed to Mrs Waters
Course Charges: $50.00

This course is a 2 unit course at both Preliminary and HSC level. It involves students in the practices of art criticism, art history and artmaking. Students critically investigate artworks, historians and artists from a broad range of societies, cultures and traditions.

The Preliminary course is broad while the HSC course provides for deeper and more independent investigations.

**Preliminary Course** learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history through different investigations.
- The role and function of artists’ artwork, the world and audiences in the artworld.
- The frames and how students might develop their own informed points of view.
- How students may develop meaning and focus and interest in their work.
- Building understandings over time through various investigations and working in different forms.

**HSC Course** learning opportunities focus on:

- How students may develop their own informed points of view in increasingly more independent ways using the frames.
- How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest.
- How students may learn about the relationships between artist, artwork, world, audience within the artworld.
- How students may further develop meaning and focus in their work.

**Course Requirements**

**Preliminary Course:**

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

Students should be aware that assessment is based on 50% making artworks and 50% studying artworks.
BOARD ENDORSED COURSES

APPLIED MATHEMATICS
2 Units in Years 11-12
Enquiries should be made to Mrs Kidd

This is a course aimed at students not wanting to go to University but who need to complete basic Mathematics skills for TAFE or other non-ATAR courses. The course relates everyday mathematics to basic skills. The course embeds basic skill development in the topics of Data Collection, Financial Mathematics, Design, Household Finance, The Human Body, Driving and Communication.

The course is designed for those students who did not receive high grades in the School Certificate or had great difficulty in doing Mathematics and need Mathematics to enter a non-university tertiary institution.

Prerequisites are:
Grades less than D3 in the School Certificate.

CERAMICS
2 Units in Years 11-12
Enquiries should be directed to Mrs Waters
Course Charges: $40.00

Ceramics is a practical subject where the art of technology is combined with the craft of making ceramic objects. These projects can range from useful products such as plates, bowls and drinking vessels to more artistic pieces such as jewellery, sculpture and decorative forms.

Contemporary applications of ceramics are constantly expanding with ceramic materials being used in new industrial and high technology areas providing students challenging work opportunities in the future in industrial ceramics, ceramic research, engineering and product design through to studio art/craft work. At the very least ceramics is a pleasant and interesting leisurely pursuit for students who wish to participate in a creative activity beyond their school years.

This course enables students to develop:
- An understanding of the ceramic processes and practices and the ways in which these can be used in making a range of products.
- A critical appreciation of the beauty and expressive qualities of ceramic forms in both past and present societies.
- A wide knowledge of the various applications of ceramics in contemporary society and how to value the skills involved in making well crafted ceramic forms.
- A sense of creativity and the ability to enjoy a satisfying craft.

Assessment is based on student achievements within the making and studying components of the course.
ENGLISH STUDIES
2 Units in Years 11-12
Enquiries should be made to Mrs Zielinski

Candidature

English Studies addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course.

The course contributes to the required preliminary pattern of study of 12 units and HSC pattern of study of at least 10 units.

IMPORTANT:
The course is not examined externally. Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

English Studies is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English.

This course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding, contributing to and appreciating the variety of cultural heritages and differences that make up Australian society and society more broadly.

It also encourages the continued development of skills in individual, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the work of work as well as post-school training and education. The course encourages students to reflect on their own processes of responding, composing and learning.

EXPLORING EARLY CHILDHOOD
2 Units in Years 11-12
Enquiries should be made to Ms Williams

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

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

The study of this course will enable students to:
• Develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years.
• Recognise the uniqueness of all children, including those who have special needs.
• Become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play.
• Identify the range of services developed and provided for young children and their families.
• Consider the role of family and community in the growth, development and learning of young children.
• Reflect upon potential implications for themselves as adults, in relation to young children.
• Understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.

The course seeks to develop confidence and skills in the area of child care and to broaden the student's knowledge of child development. Such a course will assist those students who are interested in gaining employment in the area of child care, which may include early childhood teacher, social welfare or child care workers.
PHOTOGRAPHY
2 Units in Years 11-12
Enquiries should be directed to Mrs Waters
Course Charges: $70.00 *

Photography and its products are an integral part of our lives. We view significant events in snapshots and on the television news, we study pictures that figure prominently in newspapers and holiday brochures, we see satellite photographs of cloud cover on television weather reports; we know the surface of Mars and the moons of Jupiter from computer-enhanced images transmitted across space, we take x-ray photographs of our interiors to a doctor for interpretation and we use photocopiers and fax machines as standard office equipment.

This course in Photography will allow students to:
- Increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings.
- Develop an understanding of the methods photographers use to build meanings.
- Develop skills through the acquisition of the techniques of photography.
- Use photography as a means of visual communication and a process to aid observation and analysis.
- Gain an understanding of careers involving photography.

Assessment is based on a combination of practical ability and theoretical knowledge using research essays, examinations and photographic assignments/tasks.

* Course charges for 2 Unit Photography have been significantly discounted as per usual retail costs, to provide students with the materials necessary to successfully complete the 2 Unit Photography course. Materials provided through the course charge include photographic paper, film, developing and fixing chemicals, darkroom equipment and enlargers, access to school cameras, lenses, tripods and special effect equipment.
Do you have an interest in sport, play sport, coach sport, umpire or referee a sport?
This course will allow you to continue to develop these skills as well as studying sports administration, first aid, OHS and how to deal with clients in the sport and recreation industry.

The Sport and Recreation industry is dynamic and characterised by a vast range of activities and services. Sport and Recreation plays an important role in the social fabric of Australian society and complements other sectors such as tourism, retail and hospitality. The profile of sport nationally remains high due to government investment in elite sport, the media coverage and entertainment value associated with top level sporting personalities and events.

The 240 hour 2 units x 2 year Sport (coaching) course involves:

- creating client relationships
- dealing with client feedback
- organising and completing daily tasks
- developing a knowledge of the industry
- following occupation and safety policies
- providing first aid
- coaching and administration of sport
- preparation for sports sessions
- application of sports and competition rules
- developing and teaching basic sports skills

Examples of occupations in the Sport and Recreation industry:
- sports coach
- sports administrator
- facility manager
- sports trainer
- sports psychologist

Course description:
Board Endorsed Courses count towards the Higher School Certificate and appear on the student’s Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR). There is no external examination for Board Endorsed Courses. Assessment is school based. Workplacement is a mandatory part of the course.

This course is based on units of competency, which have been developed by the National Sport and Recreation industry to describe the competencies, skills and knowledge required by workers in the industry. Competency based learning and assessment involves judging students performance against criteria, using a variety of activities and events. This allows students to show how application of their learning to Sport and recreation settings.

Sport and Recreation comprise units of competency drawn from the Business Services and Sports Training packages. Students completing the required number of hours and units of competency may receive a Certificate II in Sport (coaching).

HSC students obtaining a Certificate II in Sport (Coaching) will be able to move into further education and training at TAFE in a related field of study. Students can apply at TAFE for enrolment in higher level courses. Students should apply for Recognition of Prior Learning (RPL) after completing Certificate II at school. Units of competency NEVER have to be repeated once assessed as competent.

These courses include:
- Certificate III & IV in Sport (Officiating)
- Certificate III & IV in Sport (Careers Orientation Participation)
- Certificate III & IV in Sport (Coaching)
- Certificate III & IV in Sport (Athlete Support Services)
- Certificate III & IV in Community Recreation
- Certificate III & IV in Fitness
- Certificate III & IV in Outdoor Recreation

This course is on offer however if there are insufficient numbers to fill the course then students will do the Sport, Lifestyle and Recreation course in its place.
**VISUAL DESIGN**

2 Units in Years 11-12  
Enquiries should be directed to Mrs Waters  
Course Charges: $35.00

This course provides students with the opportunity to explore the links between art and design by designing in an interesting and varied way. Students will make images and objects in which beauty and meaning are given as much importance as the function of the object itself.

Students are encouraged to explore a variety of practices such as:
- Graphic design eg. Cartooning or illustration.
- Wearable design eg. Fashion or jewellery.
- Product design eg. Tableware or toys and games, packaging.
- Interior/exterior design eg. Decorative surfaces, stage sets and props.

This course provides opportunities for students to pursue their talents and abilities in the design field in the future as a wide range of tertiary courses and work opportunities relate to this course. At a more general level, it enables students to make design decisions related to their own lives and provides opportunities for young people to design and make their own low-cost products which could in the future lead to self-employment through local markets.

**WORK STUDIES**

2 Units in Years 11-12  
Enquiries should be directed to Mrs Ellis

Work in all its forms – paid and unpaid – plays a central role in our lives. Technology and social factors are changing so rapidly that many of the occupations in which students of today will work – do not yet exist.

The course will cover areas such as career planning, job seeking, job interviews, conditions of employment, workplace communication and interpersonal skills.

Students will do two core modules which are Work and Change and Experiencing Work. To build on these the students will then complete 12 other modules, all based on work and employment and the issues associated with these.

Work Studies will assist students to:
- Recognise the links between education, training, work and lifestyle.
- Be aware of the changing nature of work.
- Acquire general work related knowledge, skills and attitudes.
- Develop their skills in presenting themselves to potential employers and functioning effectively in the workplace.
- Meet and speak to professionals in their fields of interest.
- Work on their job interview skills.

This course should appeal to students who are more interested in practical rather than theoretical assignments. Some of the projects students will take part in include running a sausage sizzle stall and presenting for a mock job interview.
RECOGNITION OF PRIOR LEARNING (RPL) AND CREDIT TRANSFER WITHIN VET COURSES

What is RPL and credit transfer?

Recognition of Prior Learning (RPL) and credit transfer refer to the acknowledgement of evidence of a student’s achievement of competencies or learning outcomes. They are processes that allow students to have their previous learning – both formal and informal – count towards their School Certificate (SC) or Higher School Certificate (HSC) VET courses and AQF VET qualifications.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process that assesses the individual student’s non-formal and informal learning to determine the extent to which that individual has achieved the competency standards.

Credit Transfer

Credit transfer is a process that provides credit for a unit of competency previously achieved.

Students can be granted credit (recognition of prior learning or credit transfer) for:
- units of competency within AQF VET qualifications
- School Certificate (SC) or HSC VET course outcomes and content as defined by the indicative hour requirements of SC or HSC VET courses
- mandatory work placement requirements.

Students may be awarded recognition for:
- units of competency achieved in another VET course (whether the VET course is undertaken as a part of their School Certificate (SC) or HSC, or as an independent activity outside of their SC or HSC)
- learning and experiences gained outside VET courses that are awarded through RPL.

To find out more go to www.boardofstudies.nsw.edu.au/voc_ed/rpl.html or ask your VET teacher.
SCHOOL DELIVERED VOCATIONAL EDUCATION AND TRAINING (SVET)

VET in Schools courses are accredited Vocational Education and Training (VET) courses that are also part of the NSW Higher School Certificate. Students in Years 11 and 12 can gain a nationally recognised industry qualification which also contributes to their HSC. Courses are in a wide range of industry areas and are delivered by schools or by TAFE NSW.

The delivery information provided for each industry curriculum framework has been determined by the Qualifications Recognition and Resource Requirements Committee (QRRRC), which comprises representatives of the Department, the NSW Office of the Board of Studies, TAFE NSW, industry and other school sectors.

The industry curriculum frameworks currently available at Ingleburn High School are:

- Business Services
- Hospitality
- Information Technology
- Retail Services

An industry curriculum framework course:
- is a Category B Board Developed Course endorsed by the Board of Studies for the purposes of meeting HSC requirements;
- is written and assessed using competency based tasks;
- provides clear pathways to employment and further education and training through recognition arrangements with TAFE, other Registered Training Organisations and industry;
- combines and coordinates with apprenticeships and traineeships where they exist;
- may contribute to the Australian Tertiary Admission Rank (ATAR) when students sit for optional HSC exam (where only one Category B subject is studied); and
- requires mandatory workplace learning of 70 hours, as specified in each Board of Studies ICF Syllabus.

WORKPLACEMENT

Work placement is a mandatory HSC requirement of Industry Curriculum Framework courses and the required 70 hours have been assigned to the work placement requirement for each course.

Assessment for the Higher School Certificate VET courses within Industry Curriculum Frameworks has two distinct purposes:

(a) Assessment for Australian Qualification Framework (AQF) VET qualifications - competency based assessment
(b) Assessment for the Higher School Certificate which may include the optional HSC examination for Australian Tertiary Admission Rank (ATAR) purposes

AQF CERTIFICATION

Assessment for AQF Certification is competency based. In keeping with the concept of competence as the integration of a wide range of skills, knowledge and attitudes, a holistic or integrated approach is adopted to the assessment of competence. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Consideration will be given to set up costs in conducting alternative attempts to achieve competency. Schools are expected to provide a reasonable opportunity for students.

Competency based assessment means that students work to develop the competencies and skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in each framework. There is no mark awarded in competency based assessments. Students are assessed as either ‘Competent’ or ‘Not Yet Competent’.
Students will be progressively assessed as ‘Competent’ or ‘Not Yet Competent’ in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book and on the Board of Studies website.

Competency based assessment determines the vocational qualification that a student will receive.

A variety of assessment strategies will be employed by VET staff to assess the competence of students. Competency standards are the benchmarks for this assessment. All assessments are to be conducted within the requirements of the ICF syllabus and have a direct link to performance criteria.

Evidence of competence will be gathered on an ongoing basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, role-plays and simulations etc.

THE HSC EXAMINATION

The HSC Examination is independent of competency based assessment requirements for AQF qualifications. It is optional for students of a 240-hour VET course and is intended for ATAR purposes only.

Students will indicate their intention to sit or not to sit for the VET HSC examination in a written form.

APPEALS PROCESS

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency;
- They were not informed in advance of the conditions and method of assessment;
- The process used was discriminatory in some way;
- They were ill or suffered misadventure at the time of assessment (must be supported by a medical certificate).

Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal.

Appeals must be lodged within 5 days from the date of assessment. The school must deal with the appeal in ten working days. See flowchart on the following page. See section 4 for ‘Appeals’ form.
The following course descriptors reflect the current courses available.
BUSINESS SERVICES
2 Units in Years 11-12
Enquiries should be directed to Ms Koskinas

**Course:** Business Services (240 indicative hours)  
4 Preliminary and/or HSC units in total  
Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

<table>
<thead>
<tr>
<th>Units of Competencies</th>
<th>Compulsory</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMM201A</td>
<td>Communicate in the workplace</td>
<td>BSBWOR201A</td>
</tr>
<tr>
<td>BSBCUS201A</td>
<td>Deliver a service to customers</td>
<td>BSBWOR204A</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
<td>BSBINM202A</td>
</tr>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>BSBITU102A</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
<td>BSBITU201A</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>BSBCMN214A</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>BSBITU203A</td>
</tr>
</tbody>
</table>

**Electives**
- BSBINM202A Handle mail
- BSBITU102A Develop keyboard skills
- BSBITU201A Produce simple word processed documents
- BSBCMN214A Create and use spreadsheets
- BSBITU203A Communicate electronically
- BSBADM311A Maintain Business resources

**Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.**

**Qualifications**
Students who are assessed as competent in the above units will eligible for Certificate II in Business BSB20107.
There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

**Pathways to Industry**
Skills gained in this industry transfer to other occupations. Working in the business services industry involves

- customer (client) service
- organising information and records in both paper and electronic forms
- teamwork
- using technologies
- creating documents

**Examples of occupations in the business services industry:**
- office manager
- personnel clerk
- project manager
- sales clerk/officer
- secretary
- manager/owner of a small business
- payroll clerk/officer
- personal assistant

**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 the Board of Studies.

**Competency-Based Assessment**
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard.
Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

**Appeals**
Students may lodge an appeal about assessment decisions through their VET teacher.

**External Assessment (optional HSC examination)**
The Higher School Certificate examination for Business Services (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. 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 but may be used in the calculation of the ATAR.

**Course Costs**
Refund Arrangements on a pro-rata basis

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
HOSPITALITY
2 Units in Years 11-12
Enquiries should be directed to Ms Williams

<table>
<thead>
<tr>
<th>Course: Hospitality (240 indicative hours) Multi-skilling</th>
<th>4 Preliminary and/or HSC units in total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td>Category B status for Australian Tertiary Admission Rank (ATAR)</td>
</tr>
</tbody>
</table>

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

### Units of Competency

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Food and Beverage Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHIND001A Develop and update hospitality industry knowledge</td>
<td>SITHACS006A Clean premises and equipment</td>
</tr>
<tr>
<td>SITXCOM001A Work with colleagues and customers</td>
<td>SITHFAB003A Serve food and beverage to customers</td>
</tr>
<tr>
<td>SITXCOM002A Work in socially diverse environment practices</td>
<td>SITHFAB010A Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITXENV001A Participate in environmentally sustainable work practices</td>
<td>SITXFS A001A Implement food safety procedures</td>
</tr>
<tr>
<td>SITXOHS001A Follow health, safety and security procedures</td>
<td></td>
</tr>
<tr>
<td>SITXOHS002A Follow workplace hygiene procedures</td>
<td></td>
</tr>
</tbody>
</table>

### Food and Beverage Stream

**Elective**

- SITXCCC001A Organise and prepare food
- SITXCCC007A Prepare sandwiches
- SITHFAB012A Prepare and serve espresso coffee
- SITXCOM004A Communicate on the telephone
- SITHIND002A Apply hospitality skills in the workplace

### Electives

- SITHFAB010A Prepare and serve non-alcoholic beverages
- SITXCOM004A Communicate on the telephone

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

### Qualifications

Students who are assessed as competency in all of the above units of competency will be eligible for the Certificate II in Hospitality (SIT20207). Students who gain achievement in some of the above units will be eligible for a Statement of Attainment showing partial completion of Certificate II in Hospitality (SIT20207).

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au.

### Pathways to Industry

Skills gained in this industry transfer to other occupations. Working in the hospitality industry involves:

- Supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

### Examples of occupations in the hospitality industry:

- breakfast cook
- trainee chef
- short order cook
- barista
- café assistant
- fast food cook

### 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 the Board of Studies.

### Competency – Based Assessment

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

### Appeals

Students may lodge an appeal about assessment decisions through their VET teacher.

### External Assessment (optional HSC examination)

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. 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.

### Course costs

Refund Arrangements on a pro-rata basis

A school-based traineeship and apprenticeship are available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
**INFORMATION TECHNOLOGY**

2 Units in Years 11-12

Enquiries should be directed to Mr Nicholson and Mr Petersen

<table>
<thead>
<tr>
<th>Course: Information Technology (240 indicative hours)</th>
<th>4 Preliminary and/or HSC units in total Category B status for Australian Tertiary Admission Rank (ATAR)</th>
</tr>
</thead>
</table>

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

**Units of Competencies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAD3218B</td>
<td>Create user documentation</td>
</tr>
<tr>
<td>ICAI3020B</td>
<td>Install and optimise operating system software</td>
</tr>
<tr>
<td>ICAS3031B</td>
<td>Provide advice to clients</td>
</tr>
<tr>
<td>ICAS3234B</td>
<td>Care for computer hardware</td>
</tr>
<tr>
<td>ICAT3025B</td>
<td>Run standard diagnosis tests</td>
</tr>
<tr>
<td>ICAU1128B</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>ICAU2231B</td>
<td>Use computer operating system</td>
</tr>
<tr>
<td>ICAU3004B</td>
<td>Apply occupational health &amp; safety procedures</td>
</tr>
<tr>
<td>ICAB4169B</td>
<td>Use development software and IT tools to build a basic website</td>
</tr>
<tr>
<td>ICAD2012B</td>
<td>Design organisational documents using computing packages</td>
</tr>
<tr>
<td>ICAU2005B</td>
<td>Operate computer hardware</td>
</tr>
<tr>
<td>ICAU2006B</td>
<td>Operate computing packages</td>
</tr>
<tr>
<td>ICAU2013B</td>
<td>Integrate commercial computing packages</td>
</tr>
<tr>
<td>ICW2001B</td>
<td>Work effectively in an IT environment</td>
</tr>
<tr>
<td>BSBCM106A</td>
<td>Follow workplace safety procedures</td>
</tr>
<tr>
<td>ICW2002B</td>
<td>Communicate in the workplace</td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

**Qualifications**

Students who are assessed as competent in the above units of competency will be eligible for a Statement of Attainment showing partial completion of **Certificate III in Information Technology ICA30105**.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

**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
- e-business development manager
- help desk office
- internet specialist
- IT consultant
- IT project manager
- Multimedia developer
- Network administrator
- On-line service support officer
- Programmer
- Software developer
- Systems engineer
- IT teacher / trainer
- 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 the Board of Studies.

**Competency- Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency When a student achieves a unit of competency it is signed off by the assessor.

**Appeals** Students may lodge an appeal about assessment decisions through their VET teacher.

**External Assessment (optional HSC examination)**

The Higher School Certificate examination for Information Technology (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. 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 but may be used in the calculation of the ATAR.

**Course costs**

Refund Arrangements on a pro-rata basis

**Exclusions**

- Computing Applications CEC.

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
**RETAIL SERVICES**

2 Units in Years 11-12

Enquiries should be directed to Mrs Hamilton or Miss Chuna

<table>
<thead>
<tr>
<th>Course: Retail Services (240 indicative hours)</th>
<th>4 Preliminary and/or HSC units in total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td>Category B status for Australian Tertiary Admission Rank (ATAR)</td>
</tr>
</tbody>
</table>

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

### Units of Competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>General Selling Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXCCS001A</td>
<td>Apply point-of-sale handling procedures</td>
</tr>
<tr>
<td>SIRXCCS002A</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SIRXCLM001A</td>
<td>Organise and maintain work areas</td>
</tr>
<tr>
<td>SIRXCOM001A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>SIRXICT001A</td>
<td>Operate retail technology</td>
</tr>
<tr>
<td>SIRXIND001A</td>
<td>Work effectively in a retail environment</td>
</tr>
<tr>
<td>SIRXINV001A</td>
<td>Perform stock control procedures</td>
</tr>
<tr>
<td>SIRXOHS001A</td>
<td>Apply safe working practices</td>
</tr>
<tr>
<td>SIRXRSK001A</td>
<td>Minimise theft</td>
</tr>
</tbody>
</table>

**General Selling Stream**

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXF001A</td>
<td>Balance point-of-sale terminal</td>
</tr>
<tr>
<td>SIRXF002A</td>
<td>Perform retail finance duties</td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

### Qualifications

Student who are assessed as competent in the above units of competency will be eligible for a Certificate II in Retail (SIR20207)

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

### Pathways to Industry

Working in the retail industry involves:

- customer service
- stock control
- teamwork
- designing and creating displays
- using cash registers, scanners, computers, telephones

### Examples of occupations in the retail industry:

- buyer
- customer service assistant
- stock controller
- department manager
- human resource manager
- marketing manager
- visual merchandising
- merchandise
- sales manager
- small business owner/manager
- manager/owner of a small business
- sales person

### 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 the Board of Studies.

### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

### Appeals

Students may lodge an appeal about assessment decisions through their VET teacher.

### External Assessment (optional HSC examination)

The Higher School Certificate examination for Retail (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. 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 but may be used in the calculation of the ATAR.

### Course costs

Refund Arrangements on a pro-rata basis

A school-based traineeship is available on this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
**SPORT (Coaching)**

2 Units in Years 11-12

Enquiries should be directed to Mr Elbahou

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

### Units of Competencies

#### Compulsory

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMN202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>SRXFAD001A</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>SRXGCS002A</td>
<td>Deal with client feedback</td>
</tr>
<tr>
<td>SRXINU001A</td>
<td>Develop knowledge of the sport and recreation industry</td>
</tr>
<tr>
<td>SRXOHS001B</td>
<td>Follow defined Occupational health and Safety policies and procedures</td>
</tr>
</tbody>
</table>

#### Stream

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRSCGP001A</td>
<td>Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</td>
</tr>
<tr>
<td>SRSOGP002A</td>
<td>Apply rules and regulations to conduct games and competitions</td>
</tr>
<tr>
<td>SRXCAI001B</td>
<td>Assist in preparing sport and recreation sessions for participants</td>
</tr>
<tr>
<td>SRXCAI002B</td>
<td>Assist in conducting sport and recreation sessions for participants</td>
</tr>
<tr>
<td>SRXCAI003B</td>
<td>Provide equipment for activities</td>
</tr>
</tbody>
</table>

**Total 115 hrs**

**Electives**


Certificate II in Sport (Coaching) (SRS20306) students must achieve:

- 5 core units of competency
- 5 stream units of competency
- 1 specialisation strand, either Basketball, Netball, Rugby League or Surf Life Saving
- 6 elective units of competency

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

### Qualifications

Student who are assessed as competent in the above units will be eligible for a **Certificate II in Sport (Coaching) (SRS20306)**

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

### Pathways to Industry

Skills gained in this industry transfer to other occupations. Working in the retail industry involves:

- following occupation and safety policies
- providing first aid
- coaching and administration of sport
- preparation for sports sessions
- application of sports and competition rules
- developing and teaching
- creating client relationships
- dealing with client feedback
- organising and completing daily tasks
- developing a knowledge of the industry
- basic sports skills

### Examples of occupations in the sport industry:

- facilities manager
- sports trainer or coach
- participant
- development officer
- sports official
- athletic support worker
- administration officer

### 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 the Board of Studies.

### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

### Appeals

Students may lodge an appeal about assessment decisions through their VET teacher.

### Course costs

A school-based traineeship is available on this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
**Schools are responsible for:**

**Student Selection Process**

Students are advised to speak to their career adviser/school TVET coordinator or year adviser to select a course which best meets their educational and vocational needs.

It is expected that students will be able to demonstrate a:

- high level of interest in the proposed course (e.g. as demonstrated through hobbies, interests or part time work etc)
- course provides realistic occupational outcomes and vocational pathways and is consistent with the students school to work plan
- understanding of the industry area
- commitment to completing the course
- meets the student's individual abilities, interests and needs
- demonstrated ability to meet the demands of the course successfully
- good school attendance record
- priority ranking given by school
- other - maturity, behaviour and suitability to studying in an adult learning environment
- Students who meet First Round Offer closing date will be considered above any late applications
- Priority is given to Year 11 and Year 12 students

Please remember that the submission of an 'Expression of Interest' form does not guarantee acceptance into the TVET course.

- **First Round Offers for TVET Expression of Interest forms open Monday 18 July 2011**
- **First Round offers for TVET Expression of Interest forms close Friday 23 September 2011**

Students who meet the closing date for first round offers will be given preference into TVET courses. The EOI process will remain open for late applications (pending vacancies in TVET courses) until commencement of TVET classes in February 2012.

**Completing the Expression of Interest form**

Please check the following information has been completed prior to sending in the student's EOI form:

- All mandatory fields are completed on the EOI form otherwise we will be calling you for this missing information.
- Exclusions between school subjects and TVET courses are checked (see 'Course Exclusions/Special Requirements' section of this handbook).
- Ensure the EOI form has been signed by Principal or delegate.
- If a student advises TAFE NSW via the EOI form of a health problem please attach a copy of a Health Management Plan and emergency contacts prior to sending in the form.
- If a student has a behavioral problem at school please attach a copy of the Behavioral Management Plan to the TVET EOI form identifying the student's behavioral problem.
- If a student has a disability and has a current disability confirmation sheet in place.

**Entering students onto the EBOS system**

It is the school's responsibility to:

- Enter students into the correct course
- Enter students as studying externally to the home school
- Ensure students are registered with the correct Board of Studies (BOS) course number (visit www.detnsw.edu.au/vetinschoolsJveUtvet)
- Students undertaking the 240 hr framework course MUST BE entered in the optional exam and withdrawn at a later date if necessary
- Withdraw student from eBOS when student withdraws from TVET course
- Advise BOS of student's N Determination (if applicable)
- Schools are NOT required to enter units of competency with the BOS
Reporting student absences

- Students are expected to inform the TAFE NSW TVET Unit immediately they become aware that they will be absent from class. A school, on behalf of the student may undertake this action, particularly if absence is due to mandatory school activities.
- Written notification from the school must be on school letterhead or by use of the South Western Sydney Institute 'Notified Absence' proforma (see 'TVET Forms' section of this handbook)
- There is an expectation that schools will assist students to pursue their study at TAFE NSW by NOT programming classes, timetabling assessment/examinations, or organising excursions on TVET days
- If a school activity falls on a TVET day, the career adviser should advise the TVET Central Management Unit well in advance

What are TAFE NSW responsibilities?

Reporting Attendances

- TVET Central Management Unit will inform schools of attendance patterns of their students at intervals of generally no greater than 2 weeks.
- Schools will be informally notified where a student is absent for 2 classes in succession.
- As TAFE NSW does not have pupil free days, students who do not attend their TVET class will be marked with an unexplained absence.

Warning Letters

- Where students miss an assessment event without good reason, a warning letter will be mailed to the student immediately. Schools will receive notification and/or a copy of the warning letter.
- It is not TAFE NSW policy to contact parents regarding student matters however, if the school feel the need to bring the warning letter to the parent's attention, they may do so

Progress Reports

- Students will receive two (2) TVET progress reports throughout the year. These will be posted directly to the students' home school for distribution to parents
  - The first progress report will be sent late in term 2
  - The second progress report will be sent at the end of term 3 or term 4 - depending on the length of course.
- A TAFE NSW Transcript of Academic Record will also be sent directly to the students' home address at the end of each year of study.

N Determinations

- TAFE NSW will issue any student who fails to comply with the Board of Studies course completion criteria with an N Determination. This includes the failure to undertake the mandatory work placement prior to the Board of Studies N Determination cut-off dates.
- Prior to the issuing of an N Determination, students and parents are invited to attend an interview to discuss the aspects of their failure to complete
- Notification of the N Determination will be forwarded to the Board of Studies (in accordance with the BOS timeline and the school). The school is requested to notify the BOS of the N Determination as well (BOS requirement).

Duty of Care

- Colleges assume the duty of care for school students whilst they are on TAFE NSW premises
- Where required, students are provided with personal protective equipment (PPE). They are required to bring this equipment to each TVET session. Failure to bring PPE will result in the student being excluded from the workshop and requested to return to school. School and/or parent/caregiver will be notified in the event that this is required.
- Students who wish to leave early from class must bring a note from either the school or parent with the school stamp clearly identified or attachment of a school 'leave early' slip. Failure to do so will result in the student not being able to leave until the TVET class has finished
Student Information

- On enrolment all TVET students receive a Student Information Guide which outlines the mandatory
  behaviours, roles and responsibilities of all TAFE NSW students. This guide also outlines services that
  students can access and it also provides a flow chart for dealing with any problems that may arise in
  relation to their TVET study.
- Students will also receive an assessment outline at the beginning of their course.

Work Placement

- TAFE NSW personnel are responsible for the processing of the work placement documentation and
  obtaining the relevant signatures. Schools are requested not to undertake this role unless previously
  discussed with the college customer service coordinator - TVET.
What is TVET? (TAFE NSW delivered Vocational Education & Training)

The HSC allows students to undertake study in a variety of vocational areas that provide work-related skills and knowledge. These VET courses count as units of study towards the HSC and many can also be used in the calculation of your Australian Tertiary Admissions Ranking (ATAR). Senior high school students attend a TAFE NSW college to undertake a course that is then included as part of their HSC pattern of study. TVET courses are designed to complement and extend courses available in schools.

What are the advantages of undertaking a TVET course?

The TVET option provides an alternate choice for those students who desire to:

- experience an adult learning environment
- access classrooms, workshops, computer laboratories, and facilities that are well equipped and meet industry standards
- be taught by industry trained and experienced specialists
- select from a wide range of courses

TVET courses (based on TAFE NSW mainstream courses) will provide students with advanced standing and credit towards TAFE NSW mainstream courses.

The majority of TVET courses also offer 'continuing student status' which allows students, within a 2 year period, to be given priority for entry into further courses in the area in which you successfully completed as a TVET student.

There are 3 different categories of TVET courses available to school students

Framework Courses

These courses are based on national training packages and, if offered over a 2 year period, provide students with the opportunity of gaining a Certificate I or II (AQF).

If a student studies the same framework course for 2 years and undertakes the optional Board of Studies exam, the mark can be used in the calculation of their Australian Tertiary Admissions Ranking (ATAR). Work placement is a mandatory component of all framework courses. This is a Board of Studies requirement.

Non-Framework Courses (Board Endorsed)

Non-framework courses are based on national training packages or TAFE NSW accredited courses. These courses count as 2 units for each 120 hr studied. if successfully-completed, students receive an Academic Transcript and gain recognition into further TAFENSW courses in similar areas.

Locally Designed Courses

This type of course is a variation of a Board Endorsed course. These courses are based upon TAFE NSW courses and are created to meet a specific identified need - particularly in relation to local employment prospects. The Board of Studies (BOS) endorsement is required. The BOS require a Principal's signature on the LDC before it is submitted to them for endorsement.

The TVET Unit may contact your school to request the Principal's signature. There is no pressure for your school to agree to sign this, nor by signing this form, does this require the school to provide students to attend this course.

If a student from your school enrols in one of these courses, an "Application to Link" form will be sent to your school for the Principal's signature. You will be unable to enter your student on the eBOS system under this course until the Board of Studies has received the 'link' form.
Types of TVET courses available for student selection

**TVET 120 hour**

- These courses run for three school terms (4 hours per week) and give students the opportunity to try out a vocational area that they may wish to pursue as a post-school career option. Students undertaking a 120 hour TVET course will receive a TAFE transcript of Academic Record which will list the units of competency that they have studied. These courses are open to both Year 11 and Year 12 students and give 2 units of HSC credit.

**TVET 240 hour**

- These courses run for seven school terms (4 hours per week) - commencing in Year 11 and continuing into Year 12. Students receive a solid grounding in the vocational area which can assist with making informed decisions about future study at either TAFE or university or can lead to direct employment after finishing school. Students undertaking a 240 hour TVET course will receive a TAFE transcript of Academic Record or in some instances a Certificate 1 national qualification. These courses are open to Year 11 students only and give 2 units of HSC credit per year.

**TVET 360 hour**

- These courses run for seven school terms (4-6 hours per week) - commencing in Year 11 and continuing into Year 12. There are only a limited number of 360 hour TVET courses and some will be School-based Apprenticeship or Traineeship courses. There will also be two or three block sessions of delivery over the two years of the course. Students undertaking a 360 hour TVET course will receive a total of 6 units of HSC credit over the two years and will receive a TAFE Transcript of Academic Record or in some instances a Certificate 1/1 national qualification.

**TVET SPY**

- These are 240 hour TVET courses delivered in four school terms - designed as 'fast track' options to the standard 240 hour courses. Students undertaking a TVET SPY course will attend TAFE for seven to eight hours per week and achieve 4 units of HSC credit in the one year. They will achieve a TAFE transcript of Academic Record or in some instances a Certificate 1 national qualification. These courses are only open to Year 11 students.

**School Holiday Block Delivery**

- These courses run during school holiday periods and will be delivered in 4 x 4-day sessions, either:
  - January - 8 days + April - 4 days + June - 3 days
  - April - 4 days + June - 3 days + July - 4 days + September - 4 days
  - (See 2012 Summary of TVET Courses for actual dates and times)

  Students undertaking these courses have the opportunity to try out a vocational area they may wish to pursue as a post-school career option and will receive 2 units of HSC credit.

**TVET Combo**

- There will be two combo courses on offer in 2012. These are designed to give students the opportunity of undertaking 2 x 120 hr courses on the same day over 3 terms. These courses are available to Year 11 and Year 12 students and count as 4 units of HSC credit in one year.

**Minimum age for TVET students**

The minimum age for students to enter a TAFE NSW course is 15. It is the school's responsibility to ensure that students applying for TVET courses will turn 15 years of age prior to commencement of their first class in 2012. Preference is given to Year 11 or Year 12 students at all times (with the exception of Stage 5 courses for Year 10 students).
Attendance at TAFE NSW

TVET courses are generally offered at TAFE for 4 hours, one afternoon per week over one or two years. There are however other variations of course delivery - see ‘Summary of TVET Courses’ section of this handbook for days and times. Students are required to attend each session until course completion as the Board of Studies requires TAFE NSW institutes to report on the student satisfactorily covering the course content and meeting the mandatory course requirements.

Extended/Planned Leave

It is recommended that students contemplating extended / planned leave DO NOT apply for a TVET course. As the teaching sections only see the students once a week for 4 hours, it is NOT possible to make up this time within the TVET class. Students will be asked to undertake work missed through OTEN (Flexible Delivery) or by attending TAFE NSW at other times e.g. joining an existing trade group on another day.

Pupil Free Days

TAFE do not have ‘Pupil Free Days’. A school pupil free day does NOT constitute an 'explained absence’ from TAFE.

Half Yearly Exams

Students are still required to attend their TVET class unless their school exam falls at the same time as their TVET class. If a student makes the decision not to attend they will be recorded as an unexplained absence for that class.

Block Delivery

The Board of Studies has deemed that students must study approximately 120 hrs per year to obtain 2 units of credit towards their Preliminary or HSC year. Students undertaking a TVET course attend TAFE NSW for 4 hours per week for either 3 terms (120 hr) or 4 hours per week for 7 terms (240 hr).

Sometimes delivery hours may not fit exactly into this pattern of study so it is necessary for students to attend during the TAFE NSW marking and assessment week in June (beginning Monday 25 June 2012) to make up the outstanding course hours. This may mean that students will miss some of their school work for that week only.

Notification of attendance requirements for Block Delivery will be advised to the school career adviser well in advance.

Parental Permission

Where a student intends to leave a TVET class early and has parental permission they MUST:

- Bring a parent permission letter which is endorsed by the school (school stamp required) or a ‘leave early’ slip attached
- or the school formally notifies TAFE NSW of the intention of the student to leave class early

Where a student does not comply with the above, they will not receive TAFE NSW approval for early departure, and they will be recorded as an unexplained absence.

School Suspension

Schools must advise the TVET Central Management Unit when any student is suspended. This is particularly important where the behaviour warrants a lengthy suspension.

Where a student is suspended from school for a school-related behaviour, the school should not automatically suspend the student from their TVET course. Any decision to suspend a student from a TVET course will be made in consultation with the TVET Central Management Unit, the College Manager and the school.

In all instances, where a student is suspended as a result of threatening, intimidating or violent behaviour, or other behaviour that potentially endangers other TAFE NSW students or staff the TVET Unit must be advised.
Course Exclusions
The pattern of subject choices made by individual students may result in duplication of competencies across different courses. While the Institute distributes information on potential problem areas, it is necessary for the school to review the BOS exclusion list and if unsure, contact the BOS to determine whether an individual student has an exclusion problem.

A list of exclusions is located in the 'Course Exclusions/Special Requirements' section of this handbook. Updated lists can be found on the following websites:

Non Framework Courses

Framework Courses

Please check your student's subjects thoroughly as TAFE is unable to provide alternate hours within a TVET course, and failure to complete all competencies from each TVET course may result in the student's inability to meet the BOS hour's requirement.

School-based Apprenticeships & Traineeships (SBAT's)
In addition to the usual TVET course program, school-based apprenticeships (SBA) and school-based traineeships (SBT) are also available

A school-based apprenticeship or traineeship combines paid work with TAFE training and school. The SBA option is equivalent to the first year of a full-time apprenticeship, whilst an SBT will provide a certificate of proficiency in the traineeship area - a great start for your post-school career options!

Both of these options allow students to obtain valuable work skills and experience whilst undertaking paid part-time work as part of their HSC study.

More detailed information can be found at: http://www.sbatinnsw.info/ and www.swsi.tafensw.edu.au/courses/trainees_student.aspx

For courses available in 2012 you will need to ask Mrs Duval for a TVET 2012 Course Guide.