



Blakehurst High School Subject Selection Guide Year 11 2024 for the 2025 HSC

At Blakehurst High School we inspire students to excel as critical learners, thinkers and champions of diversity who have a positive impact on their world.

INTEGRITY RIGOUR EMPATHY

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COMMON TERMS

Term	Definition
AMOW	All My Own Work
ATAR	Australian Tertiary Admissions Rank
ATAR Courses	ATAR courses are Board Developed courses for which there are formal examinations conducted by the New South Wales Education and Standards Authority (NESA) that yield a graded assessment. These are the only courses that can be included in the ATAR calculations.
Board Developed Course	Course developed by NESA that can be used in the calculation of an ATAR.
Board Endorsed Course	Developed and examined by NESA, these courses count towards the HSC but do not have a HSC examination and do not contribute towards the calculations of an ATAR.
EVET	Externally Delivered Vocational Education and Training
HSC	Higher School Certificate – The Highest level of certification in NSW high schools; usually completed in Year 12
NESA	The NSW Education Standards Authority – The NSW governing body responsible for the curriculum in all schools.
Preliminary	First stage of the HSC; usually completed in Year 11.
RoSA	Record of School Achievement – Certification that students receive if they leave school prior to completing the HSC.
SBAT	School-based Apprenticeship/Traineeship
Syllabus	Describes the aims, objectives, content and outcomes to be achieved in a course. All Syllabus documents are available from the NESA website.
Units	All HSC courses have a unit value – most courses have a 2 unit value, extension courses usually a 1 unit value. Each unit involves class time of approx. 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks, hence a 2 unit course has a value of 100 marks.
UAC	The Universities Admissions Centre (NSW & ACT) Pty Ltd is the central office that receives and processes applications for admission to most undergraduate courses offered by universities in NSW and the ACT.
VET	Vocational Education and Training

OUTLINE OF THE HSC

- o The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at University and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- o Courses can be linked to further education and training.
- o Extension courses will enable students to undertake more in-depth study in areas of special interest.
- o Vocational Education and Training courses can count towards the HSC and will also lead to qualifications recognised across a range of industries. These are both delivered at school and Externally at TAFE.

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

2 units = 120 hours per year

1 unit = 60 hours per year

All 2-unit HSC courses have equal status.

Extension Courses allow students to specialise in particular areas of expertise or interest. All extension courses have a value of 1 unit.

COURSE REQUIREMENTS FOR THE HSC

If you wish to be awarded the HSC you must study a minimum of 12 units in the Preliminary Course and a minimum of 10 units in the HSC Course. Students must satisfactorily complete the Preliminary course before commencing the corresponding HSC course.

Both Preliminary Course and the HSC Course must include the following:

- At least 6 units of Board Developed Courses, including at least 2 units of English
- At least 3 courses of 2 units value or greater
- At least 4 subjects (including English)

HSC MINIMUM STANDARD

If you are sitting your HSC exams during or after 2020 you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are the key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skill necessary for success after school.
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.
- Students master basic skills at different stages so there are multiple opportunities available for students to pass the minimum standard online tests - from Year 10 until a few years after Year 12.
- Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

At Blakehurst High School, Year 10 students will be given the opportunity to sit the minimum standard tests throughout the year. If students have not demonstrated the standards by the end of Year 10, they will have further opportunities to do so during Years 11 and 12.

ALL MY OWN WORK

All students must satisfactorily complete the HSC: All my Own Work program prior to being enrolled in any HSC subjects.

The HSC: All My Own Work program (AMOW) is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

Higher School Certificate assessment tasks such as independent research projects and major works are likely to be the most challenging learning you will undertake during your time at school. HSC: All My Own Work is a short guide to help you complete your assessment tasks honestly and with confidence.

At Blakehurst High School, Year 10 students will be supported to complete this program throughout the year.

NEW SOUTH WALES EDUCATION AND STANDARDS AUTHORITY (NESA)

The NESA website is accessible to all students, and parents, and has copies of all syllabus documents together with specimen examination papers and assessment guidelines for all HSC courses.

Their website address is:

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

Students are encouraged to access this website on a regular basis.

WORK ETHIC

The school recognises that a student's positive work ethic is crucial to their success with their academic studies.

For students, their work ethic can be enhanced by addressing each of the points listed below:

- o Be punctual to all lessons.
- o Provide all necessary equipment and books for all lessons.
- o Be prepared for lessons by having books open with other equipment at hand ready to use as required. They should do this without awaiting specific teacher direction.
- o Be aware that there will be consequences when deadlines are not adhered to.
- o Be aware that the responsibility for learning lies with the student themselves.
- o Become planners and goal setters.
- o Make every endeavour NOT to waste time.

WHAT TYPES OF COURSES CAN I SELECT?

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

Board Developed Courses (BCD)

These courses are developed by NESA. For each course the following information is available:

- o The course objectives, structure, content and outcome.
- o Specific course requirements.
- o Assessment requirements.

All students entered for the HSC who are studying Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

There are two main types of Board Endorsed Courses – *Content Endorsed Courses* and *School Designed Courses*.

- o *Content Endorsed Courses* (CECs) have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the Board Developed Courses.

There is no external examination for any Content Endorsed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

Board Endorsed Courses **do not** count in the calculation of the ATAR.

- o *School Designed Courses* are not offered at Blakehurst High School.

Special Education – Life Skills HSC Courses

Students with special education needs can earn their HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to gain an HSC.

Students can talk with students Year Adviser, Careers Adviser and HT Student Growth to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

A list of Life Skills courses is available under HSC Syllabuses on the NESA website.

For more information go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education>

THE ATAR

The Australian Tertiary Admission Rank (ATAR) is calculated by the University Admissions Centre. The ATAR is a number between 0.00 and 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists institutions to rank applicants for tertiary selection.

Admission to most tertiary courses is based on performance in the HSC with applicants ranked on the basis of their ATAR. Other criteria such as portfolio, interview, audition, or questionnaire may also be taken into account in conjunction with the ATAR for certain courses.

What is the difference between the HSC and the ATAR?

The HSC

- Is for all students
- Reports student achievement in terms of a standard achieved in individual courses.
- Presents a profile of student achievement across a broad range of subjects.

The ATAR

- Is for students wishing to gain a place at university directly from the HSC
- Is a rank NOT a mark
- Provides information about how students perform overall in relation to other students.
- Provides the discrimination required by universities for the selection process.

ATAR eligibility requirements

From 2025, there will be no distinction between Category A and Category B courses.

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

- 10 units of Board Developed courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subject areas

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units

VOCATIONAL EDUCATION & TRAINING (VET)

PUBLIC SCHOOLS NSW, ULTIMO RTO 90072

2024 VET COURSE DESCRIPTIONS

Stage 6 VET Courses Offered at Blakehurst High School

1. Hospitality Food and Beverage
2. Sports Coaching

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

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

COURSE LEVIES/FEEES

Please note that some courses attract a levy to cover the cost of materials which form an integral part of the delivery of that particular course. If a course levy applies, it is indicated at the bottom of the subject specific pages. This can include a refundable book deposit for the use of school owned textbooks.

Some courses have a levy attached to cover the cost of materials required as identified above. In addition to this, some courses involve further costs associated with field work opportunities, theatrical performances, excursions, etc. Such costs are not incorporated into School fees.

Subject	Fees
Biology	\$55.00 per year
Chemistry	\$55.00 per year
Chinese (Mandarin) and Literature	\$30.00 per year
Chinese Beginners	\$30.00 per year
Chinese Continuers	\$30.00 per year
Chinese In Context	\$30.00 per year
Design and Technology	\$50.00 per year
Drama	\$30.00 per year
Engineering Studies	\$35.00 per year
Earth and Environmental Science	\$55.00 per year
Food Technology	\$120.00 per year Apron \$9 (approximate - may be subject to change)
French Beginners	\$30.00 per year
French Continuers	\$30.00 per year
Hospitality Food and Beverage	\$120.00 Year 11 \$120.00 Year 12
Industrial Technology – Timber Products and Furniture Technologies	\$80.00 per year
Italian Beginners	\$30.00 per year
Italian Continuers	\$30.00 per year
Japanese Beginners	\$30.00 per year
Japanese Continuers	\$30.00 per year
Mathematics (Standard, Advanced, Extension 1 and Extension 2)	\$60 - \$70 each year for textbook
Modern Greek Beginners	\$30.00 per year
Modern Greek Continuers	\$30.00 per year
Music 1	\$30.00 per year
Music 2	\$30.00 per year
Physics	\$40.00 per year
Sport Lifestyle and Recreation	\$20.00
Textiles and Design	\$90.00 per year
Visual Arts	\$80.00 per year

HOW TO CHOOSE YOUR COURSES

Step 1

Consider the following factors

- **ABILITIES:** Choose subjects which match your level of ability, in which you are capable of doing well will make your school life rewarding. Look at your school reports and examine your level of performance.
- **INTERESTS:** Choose subjects in which you are interested. This will make your life at school more enjoyable.
- **MOTIVATION:** Choose subject areas that you want to study.

Step 2

Discuss your ideas and concerns with

- **SUBJECT TEACHERS AND YEAR ADVISER** – talk to teachers about course content and requirements. Your Year Adviser knows you well and can help with advice for study.
- **PARENTS AND CAREGIVERS** – they have a wealth of experience and understanding. They know you better than almost anyone else.

Step 3

Now you must lodge your application online.

- Students will be sent an email with the code which is to be used and the website to go to.
- Students need to select the electives in order of preference with the seventh, eight, and ninth preference being the reserve choices and subjects that students will be willing to study.
- Once all selections are correct SUBMIT these choices.
- Print off this form and have a parent/carer sign.
- Return this form to the front office

IMPORTANT NOTE:

For all courses, excluding English (which is compulsory), it is essential to have an adequate number of students selecting the course. If the number of students falls short, the course will be unable to proceed. In such cases, if a course is cancelled, students will be assigned one of their reserve preferences. If a course receives more applicants than can be accommodated in a single class but not enough for a second class, students will be allocated to the class based on the sequence of their elective selection. The order of selection, which is automatically recorded in the online selection forms, will determine the allocation.

CODE
AHI

What will I do in this subject?

Ancient History offers 2U Preliminary and HSC courses with the option of 1U Extension in the HSC course.

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

- **Part I:** Investigating Ancient History- The nature of Ancient History and at least TWO Case studies. One must be from Egypt, Greece, Rome or Celtic Europe and one must be from the Near East, Asia, The Americas or Australia (50% course)
- **Part II:** Features of Ancient Societies - Students need to study TWO Ancient Societies through an investigation of:
 - a different key feature for each society OR
 - one key feature across the societies selected

These studies provide students with opportunities to develop an understanding of the:

- social history of a people through an investigation of the remains of their material culture
- key developments and forces that may have shaped the selected feature(s)
- nature of available sources (35%course)
- **Part III:** Historical Investigation – the investigation should extend a particular area of individual or group interest. It is designed to further develop relevant investigative, research and presentation skills.(15% course)

In the HSC course, students are provided with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past. Use archaeological and written evidence to investigate a core study, a personality from the ancient world, one ancient society and one historical period.

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

- **Part I:** Core: Cities of Vesuvius- Pompeii and Herculaneum (25% course time)
- **Part II:** One Ancient Society (25% Course time)
- **Part III:** One Personality in Their Time (25% course time)
- **Part IV:** One Historical Period (25% course time).

HSC History Extension Course (1 unit *in addition* to 2U Modern or Ancient History):

The study and evaluation of the ideas and processes used by historians to produce history

- Part I (60%) – students investigate key historical questions through one case study.
- Part II (40%) – students design, undertake and communicate a personal historical inquiry

What skills will I gain from this subject?

Students will gain the following skills: collect, analyse and organise information, communicate ideas and information in written and oral form, plan and organise activities, teamwork, use appropriate information technologies, understand the influence of the ancient past on the present and future, understand, value and respect different viewpoints, ways of living, beliefs and languages.

How much practical/theory work is there in this subject?

Students will spend time collecting, research, particularly in the Preliminary Historical Investigation, using technology.

What background and skills are recommended for this subject?

Analytical skills, essay writing skills, researching, wide reading.

Are there additional requirements for this subject? No

Are there any exclusions for this subject? No

How will this course help me in the future?

Skills developed in the study of Ancient History are useful in a range of courses studied at university and TAFE NSW as well as in the workforce and everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism. HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. Higher order skills and methodologies will be of great value for those undertaking tertiary studies and are transferable between disciplines.

What will I do in this subject?

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

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

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

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

The Preliminary course includes the modules:

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics.

The HSC course includes the modules:

- Heredity
- Genetic Change
- Infectious Disease
- Non-Infectious Disease and Disorders

What skills will I gain from this subject?

Learning experiences have been designed to develop students' expertise in the following skill areas:

1. Questioning and predicting
2. Planning investigations
3. Conducting investigations
4. Processing data and information
5. Analysing data and information
6. Problem solving
7. Communicating.

How much practical/theory work is in this subject?

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in **depth studies**.

Practical investigations include undertaking laboratory experiments, including the use of appropriate digital technologies.

Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information using and reorganising secondary data and/or information.

What background and skills are recommended for this subject?

This subject is for students with substantial achievement in stages 4-5 science and are seeking university entrance. Students need good organisational abilities, a sound work ethic and skills in following laboratory procedures, using laboratory apparatus, research from sources, interest in detailed investigation, use of technology, graph work, problem solving and independent work in class and at home.

Are there any requirements for this subject?

Students must demonstrate skills in safe work practice in the laboratory to meet legislative requirements, complete an open-ended investigation and research project which involve working independently, and a written and oral presentation. There is a fee charged of **\$55 per year**.

How will this course help me in the future?

Skills in biology are useful in a range of courses studied at university and TAFE, in the workforce and in everyday life and for a range of careers in STEM related, biological, medical, health, sports- science, environmental, forensic and food science; biotechnology and pharmacy. This course, when combined with Physics, Chemistry, or Earth and Environmental Science provides preparation for many science based tertiary courses.

CODE
BST

What will I do in this subject?

Business Studies investigates the role, operations and management of business and the role and responsibilities of business in our society. Factors in the establishment, operation and management of a small business are integral to this course. Students also consider the role of the global business environment and its impact on Australian business.

The Preliminary course covers:

- Nature of Business (20% course time) – the nature and role of business in a changing business environment
- Business Management (40% course time) – the nature and responsibilities of management in the business environment.
- Business Planning (40% course time) – the processes of establishing and planning a small to medium enterprise

The HSC course covers:

- Operations (25% course time) – the strategies for effective operations management in large business
- Marketing (25% course time) – the main elements involved in the development and implementation of successful marketing strategies.
- Finance (25% course time) – the role of interpreting financial information in the planning and management of a business.
- Human resources (25% course time) – the contribution of human resource management to business performance.

What skills will I gain from this subject?

Business Studies offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Students also investigate business planning and use a range of information to assess and evaluate business performance.

How much practical/ theory work is there in this subject?

This subject is primarily theoretical. Students will be applying theory on the operation of businesses and the influences on them to real and hypothetical businesses.

What background and skills are recommended for this subject?

Analytical skills, essay writing skills, critical thinking and communication.

Are there any requirements for this subject?

No

Are there any exclusions for this subject?

No

How will this course help me in the future?

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university & TAFE NSW such as Commerce, Business & Law, as well as in the workforce and everyday life. There are opportunities for students to gain credit transfer in certificate and diploma courses at TAFE NSW. Business Studies helps to prepare students for employment and full and active participation as citizens. Career opportunities may include accountancy, business management, marketing, financial administration, teaching, employment relations and communications.

What will I do in this subject?

The *Chemistry Stage 6 Syllabus* explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Preliminary course is structured as four modules:

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

The HSC course is structured as four modules:

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas

What skills will I gain from this subject?

Learning experiences have been designed to develop students' expertise in the following skill areas:

1. Questioning and predicting
2. Planning investigations
3. Conducting investigations
4. Processing data and information
5. Analysing data and information
6. Problem solving
7. Communicating

How much practical/theory work is in this subject?

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in **depth studies**.

Practical investigations include undertaking laboratory experiments, including the use of appropriate digital technologies.

Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information using and reorganising secondary data and/or information.

What background and skills are recommended for this subject?

This subject is for students with a high achievement in Stages 4-5 Science and are seeking university entrance. Students need good organisational skills, a sound work ethic, skills in following laboratory procedures and using laboratory apparatus, an ability to research from sources, an interest in performing detailed investigations with the use of technology, an ability to graph data, use problem solving skills and complete independent work in class and home.

Are there any requirements for this subject?

Students must demonstrate skills in safe work practice in the laboratory to meet legislative requirements, complete open-ended investigations and research projects which involve working independently. There is a fee charged of **\$55 per year**.

How will this course help me in the future?

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. University courses such as Stem-related careers, Medicine, Pharmacy, Dentistry and Vet Science all require a sound knowledge of chemistry concepts. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

CODE
CHL

Formerly called Chinese Background Speakers

What will I do in this subject?

This subject focuses on four main themes:

- The Individual and the Community
- Youth Culture
- Perspectives on Identity
- Global Issues

What skills will I gain from this subject?

The course provides students with the opportunity to develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues. The course does not use any linguistic theories or rules. Rather than learn the language through grammar, syntax and morphology, students are encouraged to use the Chinese Language as a tool to carry out tasks focusing on the skills of listening, speaking, reading and writing. By the end of the course learners will be able to critically discuss and analyse issues around them in the Chinese Language.

How much practical/theory work is in this subject?

None

What background and skills are recommended for this subject?

This course is *only for students who speak Chinese as their first language* and came to Australia after the age of 10.

Are there any requirements for this subject?

There is a fee charged of \$30 per year.

Are there any exclusions from this subject?

No

How will this course help me in the future?

China is quickly becoming an economic power in the world. Learners of this course will develop their analytical and evaluative skills and enhance their communication skills in Chinese.

CODE
CHB

What will I do in this subject?

Students will be introduced to Chinese culture and language. They will learn grammatical structures, vocabulary and idiom within the context of topic areas prescribed in the Syllabus. These topics are:

- family life, home and neighbourhood
- people, places and communities
- education and work
- friends, recreation and pastimes
- holidays, travel and tourism
- future plans and aspirations.

Students' language skills are developed through such tasks as:

- exchanging everyday information, experiences and opinions in conversation in the target language
- responding to simple target language spoken at near normal speed
- processing written target language texts
- writing dialogues and letters using everyday conversational patterns.

What skills will I gain from this subject?

Students will focus on developing listening, speaking, reading and writing skills. Their knowledge of the Chinese language and culture will develop as students engage in tasks associated with a range of text types.

At Blakehurst High School we have consistently achieved results above the state average in all beginners' languages including Chinese. Students have used the knowledge and skills they have acquired to continue their studies at university, travelling extensively including academic exchanges and in their chosen careers.

How much practical/theory work is in this subject?

To prepare for the oral component of the exam students will have the opportunity to engage in authentic language and cultural experiences through excursions, overseas trips, and contact with native speakers and exposure to contemporary media.

What background and skills are recommended for this subject?

This is a Beginners Course and as such there are no prerequisites.

Are there any requirements for this subject? There is a fee charged of \$30 per year.

Are there any exclusions from this subject?

Those who have chosen to study Chinese in Year 9 and Year 10 cannot undertake this course. Those who have lived and/or been educated in a Chinese speaking environment or who are native speakers are also ineligible. Other eligibility rules also apply. See language teachers for clarification. Students must complete a NESA statutory declaration in order to establish eligibility

How will this course help me in the future?

Dealing with another culture enables people to gain a more profound understanding of their own culture. Creativity and complex problem-solving skills are increased with the study of foreign languages as well as communication skills. Research has proven that learning another language is one of the most effective and practical ways to increase intelligence, keep your mind sharp, and buffer your brain against aging.

In regard to employment learning a language has direct benefits in the following areas:

- International business/agencies.
- Travel Agency.
- The tourism and hospitality industries.
- The diplomatic service.
- Research institutes.
- As a teacher/translator or interpreter.

CODE
CHC

What will I do in this subject?

The students will develop their ability to use Chinese to communicate with others in both spoken and written forms. They will also further develop their ability to reflect on their own culture and the human condition through the study of Chinese culture.

What skills will I gain from this subject?

The Preliminary and HSC courses have as their organizational focus themes and associated topics. The students' listening, speaking, reading and writing skills in Chinese and their knowledge of Chinese vocabulary and structures will be developed through tasks associated with a range of texts and text types which relate to the themes and topics. The students will also gain insights into the Chinese language and culture through the study of a range of texts that include literary text written for language students, film and songs.

How much practical/theory work is in this subject?

Students' language skills are developed through focusing on the four skill areas: listening, speaking, reading and writing. Students will be involved in tasks such as: exchanging information, opinions and experiences in conversation in Chinese. They will also respond to aural stimulus, analysing, processing and evaluating as well as respond to a variety of written text.

What background and skills are recommended for this subject?

Students should have completed the Chinese course up to and including Year 10 or have equivalent language competency without having studied the language in Stage 5.

Are there any requirements for this subject?

Students are required to pay \$30 to purchase the workbook.

Are there any exclusions from this subject?

There is an eligibility criteria for students doing Continuers Chinese. See language teachers for clarification of criteria.

How will this course help me in the future?

Through experience of the Chinese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Chinese people.

The study of Chinese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

CODE
CIN

What will I do in this subject?

The students will develop their ability to use Chinese to communicate with others in both spoken and written forms. They will also further develop their ability to reflect on their own culture and the human condition through the study of Chinese culture.

What skills will I gain from this subject?

The Preliminary course has as its organisational focus the study of *Issues*. The student's intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through the study of a range of texts related to the *Issues*, viewed from one or more of three *Perspectives* and drawn from one or more of three *Contexts*. The HSC course continues to focus on the *Issues*, studied through the *Perspectives* using texts drawn from the *Contexts*. The student will gain a broader and deeper understanding of Chinese and will extend and refine their communication skills in Chinese. The student explores in depth an area of interest related to one of the *Issues* through the *Personal Investigation*.

How much practical/theory work is in this subject?

Students' language skills are developed through focusing on the four skill areas: listening, speaking, reading and writing. Students will be involved in tasks such as: exchanging information, opinions and experiences in conversation in Chinese. They will also respond to aural stimulus, analysing, processing and evaluating as well as respond to a variety of written text.

What background and skills are recommended for this subject?

Heritage language students are typically those who have been brought up in a home where the Chinese language is used and have a cultural connection to Chinese and they received their formal education in a Chinese speaking school up to the age of 10. They have some degree of understanding and knowledge of Chinese, although their oral proficiency is typically more highly developed than their proficiency in the written language. These students have received all or most of their formal education in schools where English (or a language different from the target language) is the medium of instruction and are therefore to some extent bilingual.

Are there any requirements for this subject?

See above

Are there any exclusions from this subject?

At entry level to the course, students will have typically undertaken formal study of Chinese in a community, primary and/or secondary school in Australia and or in a school where Chinese was the medium of instruction up to the age of ten. Students who have studied the language beyond the age of 10 are required to study the Chinese and Literature Course.

How will this course help me in the future?

If a student is eligible there are many advantages to doing this course:

The Heritage language course will allow students to build on and further develop language skills already acquired, through engagement with the Chinese-speaking community, locally and overseas, and through the study of contemporary texts and issues. These experiences will provide students with a level of language proficiency that will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

Heritage learners bring to their language learning unique prior knowledge and experience in Chinese and English. The provision of a course for these learners will allow for an even greater number of young Australians to learn Chinese, which will equip them with communication skills beyond community and national boundaries in a globalised world.

CODE
CAF

What will I do in this subject?

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Schools complement the role of families and other social groups by helping students to make informed decisions and to take responsible action in all aspects of their lives. This includes preparing students for vocational options and acting to enhance the wellbeing of themselves and others. Community and Family Studies develops students' knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living.

In the Preliminary Course, students will study three mandatory modules: Resource Management (20%), Individual and Groups (40%) and Families and Communities (40%).

In the HSC Course, students will study three core modules: Research Methodology (25%), Groups in Context (25%), Parenting and Caring (25%) and one option from the following three modules (i) Family and Societal Interactions (ii) Social Impact of Technology (iii) Individuals and Work. Students are required to develop and utilise research skills to complete an Independent Research Project (IRP) in an area of interest related to course content.

Community and Family Studies aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

What skills will I gain from this subject?

Students will develop:

1. Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
2. Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
3. Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
4. Knowledge and understanding about research methodology and skills in researching, analysing and communicating
5. Skills in the application of management processes to meet the needs of individuals, groups, families and communities
6. Skills in critical thinking and the ability to take responsible action to promote wellbeing
7. An appreciation of the diversity and interdependence of individuals, groups, families and communities.

How much practical/theory work is in this subject?

This course has a substantial theory component and any practical work directly relates to the theory work.

What background and skills are recommended for this subject?

A keen interest in issues surrounding the broad themes of community and family and an interest in gaining knowledge in social research.

Are there any requirements for this subject?

No

Are there any exclusions for this subject?

No

How will this course help me in the future?

This course will benefit anyone wishing to take up a career in psychology, sociology, teaching in primary and secondary, nursing, coaching or social work that form a valuable foundation for a range of courses at university or other educational settings.

What will I do in this subject?

The study of Design and Technology Stage 6 develops conceptual understanding and enables students to creatively apply skills to specific technological endeavours through design projects. It also seeks to develop students' appreciation of the historical and cultural influences of designers and the interrelationships of design, technology, society and the environment.

Students will be given the opportunity to explore and develop technologies and demonstrate insight into the future uses of technology. They will articulate arguments on issues and consequences including environmental and social impacts. They will develop skills that are transferable and which lead to lifelong learning.

Preliminary Course Structure

The Preliminary course is 120 indicative hours and will involve a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Each project, with its accompanying portfolio, will place emphasis on the development of different skills and knowledge in designing and producing.

Students must participate in hands-on, practical activities to achieve the outcomes of this course. Class activities are designed to develop knowledge and skills in designing and producing. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing.

Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of student processes recorded in a design portfolio, produced through a variety of software applications. Students will be encouraged to communicate their design ideas using a range of appropriate media.

HSC Course Structure

The HSC course is 120 indicative hours and includes the development and realisation of the MDP -major design project, a case study of an innovation and other teaching and learning activities. The comprehensive study of design and the processes of designing and producing that were studied in the Preliminary course are synthesised and applied.

The MDP involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. The MDP is marked by external NESA approved markers who mark the submitted work before the HSC exams start. The MDP project contributes to 60% of the students HSC mark.

The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society. They may also be able to apply processes similarly in the exploration and development of the major design project.

What skills will I gain from this subject?

Planning, Organisation, critical analysis, innovation, analyse ethical issues, design, production and evaluation, verbal, written and graphical communication, team work using mathematical ideas and techniques. solving problems.

How much practical and theory work is there in this subject?

Practical 60% and Theory 40% of course.

What background and skills are recommended for this subject?

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a requisite for the study of the HSC course.

Are there any requirements for this subject?

Contribution towards materials **\$50 per year**. Additionally, students will be required to purchase specific materials depending on the MDP they undertake.

How will this course help me in the future?

The study of Design and Technology Stage 6 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, the study of Design and Technology Stage 6 assists students to prepare for employment and full and active participation as citizens. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.

What will I do in this subject?

Students will be involved in the process of Making, Performing and Critical Study in Drama. Students engage with these components through group and individual experiences.

The **Preliminary** course covers Improvisation, Playbuilding, Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles.

The **HSC** course involves two theoretical components, as well as two practical components. Students must present a Group Performance, which involves creating a piece of original theatre. Students also complete an Individual Project, in which they demonstrate their expertise in a particular area, such as Critical Analysis, Design, Performance, Script Writing or Video Drama.

What skills will I gain from this subject?

Through their studies in Drama, students develop their communicative skills, confidence and gain an increased awareness of themselves and others. Students will not only enhance their creative talents, but also learn to cultivate their cognitive, motivational and expressive skills.

How much practical/theory work is there in this subject?

In the HSC, the breakdown is as follows:

40%- written paper consisting of a topic from The Studies in Drama and Theatre, & Australian Drama and Theatre

30% - Group Performance

30%- Individual Project

What background and skills are recommended for this subject?

Students must be prepared and able to work collaboratively in groups, as well as independently. It is preferred they have some performance experience and logbook writing skills; however, this is not a prerequisite.

Are there any requirements for this subject?

Students must be prepared to step out of their comfort zone and explore the world and themselves through Drama.

There is a subject fee of **\$30 per year** for this course.

Are there any exclusions for this subject?

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

How will this help me in the future?

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

What will I do in this subject?

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and nonrenewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments. The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course.

The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications. The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

The Preliminary course includes the modules:

- The Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

The HSC course includes the modules:

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

What skills will I gain from this subject?

Learning experiences have been designed to develop students' expertise in the following skill areas:

1. Questioning and predicting
2. Planning investigations
3. Conducting investigations
4. Processing data and information
5. Analysing data and information
6. Problem solving
7. Communicating

How much practical/theory work is in this subject?

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in **depth studies**.

Practical investigations include undertaking laboratory experiments, including the use of appropriate digital technologies.

Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information using and reorganising secondary data and/or information.

What background and skills are recommended for this subject?

This subject is for students with a demonstrated interest and ability in stages 4-5 science who are seeking university or TAFE entrance. Students need good organisation, a sound work ethic, skills in following laboratory procedures, using laboratory apparatus, research from sources, use of technology, interest in detailed investigation, graph work, problem solving and independent work in class and at home.

Are there any requirements for this subject?

Students must demonstrate skills in safe work practice in the laboratory to meet legislative requirements, complete open-ended investigations and research projects which involve working as a team and independently. There is a fee charged of **\$55 per year**.

How will this course help me in the future?

Skills and knowledge in Earth and Environmental Science are useful in a range of courses studied at university and TAFE, in the workforce and in everyday life and for a range of careers including STEM related careers such as climate scientist, environmental engineer, marine biologist, sustainability consultant, water quality scientist, landscape architect and town planner.

What will I do in this subject?

Economics provides an understanding of many aspects of the economy and its operation. It investigates issues such as why unemployment or inflation rates change and how these changes impact on individuals in society. Students will develop knowledge and understanding of the operation of the global and Australian economy.

The Preliminary course will consist of:

- **Introduction to Economics** (10%) – the nature of economics and the operation of an economy
- **Consumers and Business** (10%) – role of consumers and business in the economy
- **Markets** (20%) – role of markets, demand, supply and competition
- **Labour Markets** (20%) – workers and the role of labour in the economy
- **Financial Markets** (20%) – financial market in Australia, including the share market
- **Government and the Economy** (20%) – role of government in the Australian economy.

The HSC course will cover:

- **The Global Economy** (25%) – features of the global economy and globalisation
- **Australia's Place in the Global Economy** (25%) – Australia's trade and finance
- **Economic Issues** (25%) – issues including growth, unemployment, inflation, wealth and management
- **Economic Policies and Management** (25%) – range of policies to manage the economy.

What skills will I gain from this subject?

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.

How much practical/ theory work is there in this subject?

There is a strong emphasis on problems and issues but no practical work. Theory work is mostly aimed at addressing these problems and issues.

What background and skills are recommended for this subject?

Essay writing, analytical skills, mathematical skills, logic.

Are there any requirements for this subject?

No

Are there any exclusions for this subject?

No

How will this course help me in the future?

Economics is recommended for study for anyone contemplating a career in accounting, business, industrial relations, managerial, advertising, marketing, real estate, and administration. The course is a good background for many TAFE NSW and university courses

CODE
IEN

What will I do in this subject?

Students will critically analyse objects and processes to develop understanding of industrial practices and answer questions such as;

- How is it used, what is it for, why has it been shaped the way it is shaped?
- How is it made, how have parts been manufactured and assembled to make the item?
- What materials is it made from and why?
- Will the changes be good for both society and the environment or will they cause problems?
- How can I best draw it so that a skilled tradesman can manufacture it?

This course offers the students knowledge, understanding and skills in aspects of engineering that include communication, mechanics, hydraulics, materials, historical/societal influences, electronics and the scope of the engineering profession.

In the Preliminary Course students undertake study in the following modules: Engineering Fundamentals, Engineering Products, Braking Systems, Biomedical.

In the HSC Course students undertake study in the following modules: Civil Structures, Personal and Public Transport, Aeronautical Engineering, Telecommunications.

What skills will I gain from this subject?

- Knowledge of materials, how they are used in industry, what materials are used and why.
- Knowledge of processes used for manufacture.
- Understanding of how modern products are developed, modified and improved for the future.
- Understanding the scope of engineering and the role of the engineer.
- Understanding engineering principles and appreciating the responsibilities of engineers in society.
- Communication skills including Graphical, Written and Verbal.
- Understand the development in technology and appreciate their influence of people and engineering practice.
- Understanding of the processes used to calculate the stresses in built structures.
- Apply management and problem solving skills in an engineering context.
- Application of engineering methodology.

How much practical/theory work is in this subject?

5% practical and 95% theory

What background and skills are recommended for this subject?

It is recommended that students who intend to study this subject should have studied some of the following subjects in their junior years:

- Physics/Science
- Advanced Mathematics (including Trigonometry)
- Graphics and drawing

Are there any requirements for this subject? Contribution for materials \$35.00. Purchase of Rochford Text \$33.00

Are there any exclusions for this subject? No

How will this course help me in the future?

This course will give students the opportunity to follow professional, vocational and employment pathways. The insight and experience associated with Engineering Studies will provide a very useful background for further study at University.

What will I do in this subject?

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

In the Preliminary course you will study:

- Common Module – Reading to Write (40 hours)
- Module A: Narratives that Shape our World (40 hours)
- Module B: Critical Study of Literature (40 hours)

Students must study a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.

In the HSC course you will study:

- Common Module – Texts and Human Experiences (30 hours)
- Module A: Textual Conversations (30 hours)
- Module B: Critical Study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours)

Students are required to closely study four prescribed texts, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction
- poetry OR drama

The remaining text may be film, media or non-fiction text or may be selected from one of the categories above. Students must study ONE related text in the Common Module: Texts and Human Experiences.

What skills will I gain from this subject?

You will gain numerous valuable and highly transferable skills, including:

- Effective communication skills, both oral and written
- Writing for a variety of purposes and audiences
- Ability to analyse how meaning is created in texts
- Ability to evaluate and use different technologies
- An appreciation of literature and our cultural heritage.

How much practical/theory work is in this subject?

The majority of the work undertaken in English is theoretical and involves the close study of ideas and texts in various contexts. Students will apply these ideas to oral, written and multimodal tasks.

What background and skills are recommended for this subject?

Students attempting English Advanced must have achieved A or B Range in ROSA and perform at a high level in their assessment tasks. In addition, they must have an interest in reading and in the critical study of literature.

Are there any requirements for this subject? Yes : Only two English Advanced classes will be created. Only the top 48 Year 10 Students who select English Advanced will be accepted.

Are there any exclusions for this subject? English Standard, English EAL/D, English Studies

How will this course help me in the future?

Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at TAFE or University. Students who study the English Advanced course will be well prepared for further study of English and related disciplines at university, in particular the study of law, journalism, teaching and communication courses.

(English as an Additional Language or Dialect)***What will I do in this subject?***

The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

In the Preliminary course students will study:

- Module A: Language and Texts in Context (30 - 40 hours)
- Module B: Close Study of Text (30 - 40 hours)
- Module C: Texts and Society (30 - 40 hours)
- Optional teacher-developed module (up to 30 hours)

In the Preliminary course students acquire and develop specific English language skills, knowledge and understanding in the context of an understanding of the ways ideas and processes are represented in texts.

In the HSC course students will study:

- Module A: Texts and Human Experiences (30 hours)
- Module B: Language, Identity and Culture (30 hours)
- Module C: Close Study of Text (30 hours)
- Focus on Writing (studied concurrently with the above modules) (30 hours)

In the HSC course students reinforce and extend the language skills developed throughout the Preliminary course. Understanding of concepts and language skills will be assessed through the modes of reading, writing, listening, speaking, viewing and representing as appropriate. Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:

- prose fiction
- poetry OR drama
- film OR media OR non-fiction.

The selections of texts for the Focus on Writing module do not contribute to the required pattern on prescribed texts for the course. Students must study ONE related text in Module A: Texts and Human Experiences.

What skills will I gain from this subject?

Students will be able to respond to and compose texts for a variety of purposes and audiences that are relevant to their personal, educational, social and vocational lives. Students extend their reading, writing, speaking, listening and representing skills.

How much practical / theory work is in this subject?

The English EAL/D courses assist students to participate more effectively in Australian education and society by providing the opportunities to learn English in varied, relevant, authentic and challenging contexts. The focus is on improving the language skills of EAL/D students.

What background and skills are recommended for this subject?

The English EAL/D course is designed for students who have been educated using English as the language of instruction for no more than five years prior to the start of Year 11.

Are there any requirements for this subject?

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Preliminary course. This includes:

- students whose learning has been interrupted by periods away from education in which English was the language of instruction

- Aboriginal and Torres Strait Islander students from Indigenous communities where Standard Australian English is not the common language of the local community.

Note: An EAL/D Eligibility Declaration form must be completed for any student seeking entry to the course.

For a student who has had a substantially interrupted education, or little or no formal education in which English was the language of instruction, approval may be sought for up to 12 months to be added to the course entry requirements period. **The principal is required to send a submission**, including the completed declaration form, to NESA providing evidence of the student's individual circumstances.

Are there any exclusions for this subject?

English Advanced; English Standard; English Studies; English Extension.

How will this course help me in the future?

The English EAL/D course assists students to participate more effectively in Australian education and society by providing them with the opportunity to learn Standard Australian English in varied, relevant, authentic and challenging contexts. This development of creative and critical English language skills, knowledge and understanding, and their engagement with literature and other textual forms, will contribute to an increased understanding of the diversity and values of Australian and other cultures.

CODE
ENX

What will I do in this subject?

The **English Extension** provides students who undertake English Advanced, and are accomplished in their use of English, with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

The **Preliminary Extension course** requires students to complete:

- Module: Texts, Culture and Value (40 hours)
- Independent Research Project (20 hours)

Teachers prescribe one text from the past and its manifestations in one or more recent cultures

Students select one text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.

The **HSC Extension 1 course** requires students to complete:

- Common module: Literary Worlds with ONE elective option (60 hours)

The study of at least three texts must be selected from a prescribed text list for the module study including at least two extended print texts. Students are required to study at least two related texts.

The **HSC English Extension 2 course** is an additional 60 hour unit of English, which requires the completion of a major work, such as a short story, critical essay, collection of poetry, performance poetry, speeches, or a film. Students complete a reflection on their creative process and submit this, and their major work, to NESAs for examination. Students complete:

- Major Work
- Reflection Statement
- Major Work Journal

There will also be three school-based assessment tasks during the HSC English Extension 2 course, including a Viva Voce, Literature Review and Critique of the Creative Process.

What skills will I gain from this subject?

You will gain skills in:

- Independent investigation
- Analytical thinking and understanding of complex ideas
- Sustained composition

How much practical/theory work is in this subject?

Most of the work is of a theoretical nature. Students will apply concepts and skills in a practical way through their own reading, independent investigation and oral/written presentations.

What background and skills are recommended for this subject?

Students should be performing at an A grade level in the English ROSA. A strong interest in reading and the academic study of literature are essential background for this course.

Are there any requirements for this subject?

Students must be studying English Advanced. Preliminary Extension is a prerequisite for HSC Extension 1. HSC Extension 1 is a co-requisite for HSC Extension 2.

Are there any exclusions for this subject?

English Standard; English Studies: English EAL/D.

How will this course help me in the future?

The analytical nature of the course prepares students well for tertiary study, especially for courses in communication, law, journalism, media and teaching.

What will I do in this subject?

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

In the Preliminary course you will study:

- Common Module – Reading to Write: Transition to Senior English (40 hours)
- Module A: Contemporary Possibilities (40 hours)
- Module B: Close Study of Literature (40 hours)

Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and multimodal OR digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.

In the HSC course you will study:

- Common Module – Texts and Human Experiences (30 hours)
- Module A: Language, Identity and Culture (30 hours)
- Module B: Close Study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours)

Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:

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

Students must study ONE related text in the Common module: Texts and Human Experiences.

What skills will I gain from this subject?

You will gain numerous valuable and highly transferable skills, including:

- Effective communication skills, both oral and written
- Ability to write for a variety of purposes and audiences
- Ability to analyse how meaning is created in texts
- Opportunities to work independently and as part of a group
- Critical thinking and research skills

How much practical/theory work is in this subject?

The majority of the work undertaken in English Standard is theoretical and involves the close study of ideas and texts in various contexts. Students will apply these ideas to oral, written and multimodal tasks.

What background and skills are recommended for this subject?

English Standard is a challenging course. Attainment of a C grade or above in the English ROSA is recommended.

Are there any requirements for this subject? No

Are there any exclusions for this subject? English Extension, English Advanced, English Studies, English EAL/D

How will this course help me in the future?

Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at TAFE or University.

CODE
EST

What will I do in this subject?

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

In the Preliminary Course you will study the following modules:

- Mandatory module – Achieving through English: English in education, work and community
- An additional 2–4 Elective Modules to be studied

In Year 11 students are required to:

- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

In the HSC Course you will study the following modules:

- Mandatory module – Texts and Human Experiences
- An additional 2–4 Elective Modules to be studied

***Note:** The HSC English Studies course now provides students with the option to sit the HSC examination to attain an ATAR.

What skills will I gain from this subject?

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing

How much practical/theory work is there in this subject?

This course involves a combination of practical and theory work with the option to sit formal HSC examinations. Assessments, class work and assignment work will form the basis for mark and grade formulation.

What background and skills are recommended for this subject?

ROSA English provides the background required for the study of an English course at the Higher School Certificate. The successful completion of an English course is compulsory in order to achieve an HSC.

Are there any requirements for this subject?

No

Are there any exclusions for this subject?

English Advanced; English Standard; English EAL/D; English Extension

How will this course help me in the future?

Both employment and vocational education require some level of written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English Studies prepares students well for employment and further studies at TAFE.

CODE
FTE

What will I do in this subject?

Students will develop knowledge and understanding of food and its contribution to health and quality of life. Through studying the nature of food, the production, processing and consumption of food, human nutrition and the impact of food on health and on society, students will develop skills in problem solving, analysing food and developing skills in preparing and developing food products.

In the Preliminary Course, students will cover the following units of work: Food availability and Selection (30%), Food Quality (40%) and Nutrition (30%)

In the HSC course, students will cover The Australian Food Industry (25%), Food Manufacture (25%), Food Product Development (25%), and Contemporary Nutrition Issues (25%).

What skills will I gain from this subject?

Skills will be developed in research, analysis, communication and food preparation. Students develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.

How much practical/theory work is in this subject?

It is mandatory that students undertake practical activities in this course related to the theory work. The amount of practical work will vary according to the topic being studied

What background and skills are recommended for this subject?

All skills and knowledge will be developed during the 2 years of this course.

Are there any requirements for this subject?

A subject charge of **\$120** to cover the cost of food used in practical lessons, applies to this subject.

Students are required to wear, at all times in the food laboratory, footwear with **'full black leather uppers and a non-slip sole'**. It must be noted that 'joggers' even with full leather uppers are not acceptable. Students without the correct footwear will not be able to participate in practical activities.

Students must purchase an apron and chef's hat for practical lessons. This is available from school for \$11. Those students who have previously studied Food Technology in Years 9 and 10 can use their existing apron and hat. Students are also required to provide a tea-towel and container for all practical lessons. Students who fail to bring their practical equipment will not be able to participate in practical activities.

Are there exclusions for this subject? No

How will the course help me in the future?

This course will provide you with the knowledge, skills, attitudes and values to contribute positively to pathways to employment or further education at TAFE or university. The study of Food Technology provides you with career options, which may include dietetics, food research and technology, teaching, nursing, developing new food products, food marketing and nutrition. You may gain credit transfer in some certificate and diploma courses at TAFE NSW.

CODE
FRB

What will I do in this subject?

Students will be introduced to the French language and culture. They will learn grammatical structures, vocabulary and idiom within the context of topic areas prescribed in the Syllabus. These topics are:

- family life, home and neighbourhood
- people, places and communities
- education and work
- friends, recreation and pastimes
- holidays, travel and tourism
- future plans and aspirations.

Students' language skills are developed through such tasks as:

- exchanging everyday information, experiences and opinions in conversation in the target language
- responding to simple target language spoken at near normal speed
- processing written target language texts
- writing dialogues and letters using everyday conversational patterns.

What skills will I gain from this subject?

Students will focus on developing listening, speaking, reading and writing skills. Their knowledge of the French language and culture will develop as students engage in tasks associated with a range of text types.

At Blakehurst High School we have consistently achieved results above the state average in all beginners' languages including French. Students have used the knowledge and skills they have acquired to continue their studies at university, travelling extensively including academic exchanges and in their chosen careers.

How much practical/theory work is in this subject?

To prepare for the oral component of the exam students will have the opportunity to engage in authentic language and cultural experiences through excursions, overseas trips, and contact with native speakers and exposure to contemporary media.

What background and skills are recommended for this subject?

This is a Beginners Course and as such there are no prerequisites.

Are there any requirements for this subject? There is a fee charged of **\$30 per year**.

Are there any exclusions from this subject?

Those who have chosen to study French in Year 9 and Year 10 cannot undertake this course. Those who have lived and/or been educated in a French speaking environment or who are native speakers are also ineligible. Other eligibility rules also apply. Students must complete a NESA statutory declaration in order to establish eligibility

How will this course help me in the future?

Dealing with another culture enables people to gain a more profound understanding of their own culture. Creativity and complex problem-solving skills are increased with the study of foreign languages as well as communication skills. Research has proven that learning another language is one of the most effective and practical ways to increase intelligence, keep your mind sharp, and buffer your brain against aging.

In regard to employment learning a language has direct benefits in the following areas:

- International agencies/businesses
- The tourism and hospitality industries.
- The diplomatic service.
- French research institutes.
- As a teacher.
- As a translator or interpreter.

CODE
FRC

What will I do in this subject?

The students will develop their ability to use French to communicate with others in both spoken and written forms. They will also further develop their ability to reflect on their own culture and the human condition through the study of French culture.

What skills will I gain from this subject?

The Preliminary and HSC courses have as their organizational focus themes and associated topics. The students' listening, speaking, reading and writing skills in French and their knowledge of French vocabulary and structures will be developed through tasks associated with a range of texts and text types which relate to the themes and topics. The students will also gain insights into the French language and culture through the study of a range of texts that include literary text written for language students, film and songs.

How much practical/theory work is in this subject?

Students' language skills are developed through focusing on the four skill areas: listening, speaking, reading and writing. Students will be involved in tasks such as: exchanging information, opinions and experiences in conversation in French. They will also respond to aural stimulus, analysing, processing and evaluating as well as respond to a variety of written text.

What background and skills are recommended for this subject?

Students should have completed the French course up to and including Year 10. They must have sound reading and writing skills and be able to converse in a simple conversation.

Are there any requirements for this subject?

There is a fee charged of **\$30 per year**.

Are there any exclusions from this subject?

No

How will this course help me in the future?

Learning a language has direct benefits in the following areas:

- communication and literacy skills
- travel
- pleasure and leisure
- trade and diplomacy
- learning how to learn any other language
- awareness of how language in general works
- knowledge of one's own language
- learning skills, thinking skills and creativity
- cultural knowledge and insights.

CODE
GEO

What will I do in this subject?

The course investigates physical and human geography and develops students' knowledge and understanding of the relationship between people and their environment and the effect they have on each other. Students investigate the unique characteristics of our world through case studies, fieldwork, geographical skills and the study of contemporary geographical issues. This includes a field trip to the Great Barrier Reef to support the HSC topics Ecosystems and Global Biodiversity, and Global Sustainability -Tourism.

The Preliminary course covers:

- Earth's Natural Systems – students investigate Earth's diverse landscapes and physical features, examining the cycles, circulations, interconnections and spatial patterns that combine to form the Earth's integrated system.
- People, Patterns and Processes – students investigate evidence of human diversity across the Earth's surface, examining the spatial patterns and extent of the human footprint, and the human transformations shaping those patterns.
- Human-Environment Interactions – Students investigate the long-term development of natural systems compared to the short time frame of human activity, climate change, as well as the role of humans in contributing to land cover change.
- Geographical Investigation – a geographical study of the student's own choosing using primary research methodologies.

The HSC Course covers:

- Global Sustainability – Students investigate sustainability in the contemporary world, including principles of, and actions for, sustainability. Students study ONE global economic activity and its sustainability.
- Rural and Urban Places – Students investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.
- Ecosystems and Global Biodiversity – Students investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.

What skills will I gain from the subject?

Students learn to investigate and communicate geographically and are given opportunities to develop informed and responsible values and attitudes towards ecological sustainability, active and informed citizenship and responsible, autonomous life-long learning. Ethical research practices are also developed.

How much practical/theory work is there in this subject?

Students complete a Geographical Investigation in the Preliminary course and must undertake 12 hours of compulsory fieldwork in both the Preliminary and HSC courses. Fieldwork reports make up a significant part of the assessment in both years.

What background and skills are recommended for this subject?

This subject is recommended for students who have a curiosity about how and why the world's people and their environments are so varied or who are interested in clarifying or analysing geographical issues, questions and problems. A basic understanding of some geographical skills taught in the mandatory Stage 4 & 5 Geography course is assumed.

Are there any requirements for this subject?

The Geographical Investigation and 24 hours fieldwork are mandatory components of this course.


Are there any exclusions for this subject?

There are no exclusions for this subject

How will this course help me in the future?

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

CODE
HPO

 Education	2024 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>	
Course: Hospitality Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 https://training.gov.au/training/details/SIT20322 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.	
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.	
Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency	
Core BSBTWK201 Work effectively with others SITHIND007 Use hospitality skills effectively SITHIND006 Source and use information on the hospitality industry SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXCCS011 Interact with customers	Elective SITXFSA005 Use hygienic practices for food safety SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHFAB027 Serve food and beverages
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.	
Pathways to Industry - Skills gained in this course transfer to other occupations	
<ul style="list-style-type: none"> Working within the hospitality industry involves organising information and records in both paper and electronic forms customer (client) service 	<ul style="list-style-type: none"> teamwork using technologies creating documents
Examples of occupations in the hospitality industry: <ul style="list-style-type: none"> Café Attendant Waiter/Waitress Catering Assistant Barista Food and Beverage Attendant Bartender 	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.	
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.	
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.	
Course Cost: Preliminary - \$120 HSC - \$120 School Specific equipment and associated requirements for students – additional cost of Coffee Course training (\$129) and F&B uniform (\$60) NB: These are subject to change.	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships	
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	
2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.3 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support	

INDUSTRIAL TECHNOLOGY –TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

CODE
ITT

What will I do in this subject?

Industrial Technology is a practical, non-vocational, 2 Unit course. The course focuses on specific skills and knowledge associated with the timber industry such as:

- Craftsmanship skills to allow you to manage and build projects primarily from timber.
- Current manufacturing techniques and technologies as used in the timber industry
- Design limitations in working with wood
- Environmental issues associated with the Timber Industry
- Common management structures of companies within the Timber Industry

In the Preliminary Course students complete project work as a means of attaining the required craftsmanship skills required to construct a major project in the HSC year. All practical work will include an accompanying management folio which is computer generated. Associated theoretical knowledge is gained through the study of current and past industrial practices including graphical communication and occupational health and safety. Students will also study the Timber Industry in general, covering the managerial, structural, technological and environmental issues that affect the industry. The students must also undertake an in-depth study of a company within the timber industry and produce a report based on that study.

In the HSC course students will focus on the student's own major work. **STUDENTS WILL PROVIDE THEIR OWN TIMBER** for the MDP. The major work will be marked by external examiners and will form part of both the school's assessment and the HSC assessment and is due before the HSC exam period. A folio will accompany the major work and will show evidence of planning and management of the major work. The study of industry and the theoretical components of the course will be examined at the HSC in a one and a half hour exam. This exam is worth 40% of the final HSC mark, and the major work 60%.

What skills will I gain from this subject?

- Critical thinking
- Complex Problem Solving
- Judgement and decision making
- Planning and Organisation
- Verbal, written and graphical communication
- Investigating and analysing
- Craftsmanship
- Range of practical skills related to the focus area

How much practical and theory work is there in this subject?

Practical is 60% and Theory is 40%.

What background and skills are recommended for this subject?

There are no prerequisites for Industrial Technology however, those students that have studied IT-Wood or Graphics Technology in junior school would find their knowledge and skills from those subjects an advantage in this course.

Are there any requirements for this subject?

Students must construct a major work that is made primarily from timber. Year 12 students must be able to cover the cost of timber for their practical project. There is a course fee and students must wear personal protective equipment including leather upper shoes in the workshop.

Contribution towards materials - \$80 per year

Are there any exclusions for this subject?

You may only study one Industrial Technology course.

How will this course help me in the future?

This course develops a wide range of skills as indicated above to help students become employable in a range of industries, but in particular those involving timber. Knowledge of industrial practices will help integration of students into any workforce. The understanding of materials and processes will help students endeavouring to undertake further study throughout their lives.

What will I do in this subject?

Students will be introduced to the Italian language and culture. They will learn grammatical structures, vocabulary and idiom within the context of topic areas prescribed in the Syllabus. These topics are:

- family life, home and neighbourhood
- people, places and communities
- education and work
- friends, recreation and pastimes
- holidays, travel and tourism
- future plans and aspirations

Students' language skills are developed through such tasks as:

- exchanging everyday information, experiences and opinions in conversation in the target language
- responding to simple target language spoken at near normal speed
- processing written target language texts
- writing dialogues and letters using everyday conversational patterns.

What skills will I gain from this subject?

Students will focus on developing listening, speaking, reading and writing skills. Their knowledge of the Italian language and culture will develop as students engage in tasks associated with a range of text types.

At Blakehurst High School we have consistently achieved results above the state average in all beginners' languages including Italian. Students have used the knowledge and skills they have acquired to continue their studies at university, travelling extensively including academic exchanges and in their chosen careers.

How much practical/theory work is in this subject?

To prepare for the oral component of the exam students will have the opportunity to engage in authentic language and cultural experiences through excursions, overseas trips, and contact with native speakers and exposure to contemporary media.

What background and skills are recommended for this subject?

This is a Beginners Course and as such there are no prerequisites.

Are there any requirements for this subject? There is a fee charged of \$30 per year.

Are there any exclusions from this subject?

Those who have chosen to study Italian in Year 9 and Year 10 cannot undertake this course. Those who have lived and/or been educated in an Italian speaking environment or who are native speakers are also ineligible. Other eligibility rules also apply. Students must complete a NESA statutory declaration in order to establish eligibility.

How will this course help me in the future?

Dealing with another culture enables people to gain a more profound understanding of their own culture. Creativity and complex problem-solving skills are increased with the study of foreign languages as well as communication skills. Research has proven that learning another language is one of the most effective and practical ways to increase intelligence, keep your mind sharp, and buffer your brain against aging.

In regard to employment learning a language has direct benefits in the following areas:

- International business.
- International agencies.
- The tourism and hospitality industries.
- The diplomatic service.
- Research institutes.
- As a teacher.
- As a translator or interpreter.
- Travel Agency

CODE
ITC

What will I do in this subject?

The students will develop their ability to use Italian to communicate with others in both spoken and written forms. They will also further develop their ability to reflect on their own culture and the human condition through the study of Italian culture.

What skills will I gain from this subject?

The Preliminary and HSC courses have as their organizational focus themes and associated topics. The students' listening, speaking, reading and writing skills in Italian and their knowledge of Italian vocabulary and structures will be developed through tasks associated with a range of texts and text types which relate to the themes and topics. The students will also gain insights into the Italian language and culture through the study of a range of texts that include literary text written for language students, film and songs.

How much practical/theory work is in this subject?

Students' language skills are developed through focusing on the four skill areas: listening, speaking, reading and writing. Students will be involved in tasks such as: exchanging information, opinions and experiences in conversation in Italian. They will also respond to aural stimulus, analysing, processing and evaluating as well as respond to a variety of written text.

What background and skills are recommended for this subject?

Students should have completed the Italian course up to and including Year 10. They must have sound reading and writing skills and be able to converse in a simple conversation.

Are there any requirements for this subject?

There is a fee charged of **\$30 per year**.

Are there any exclusions from this subject? No

How will this course help me in the future?

Learning a language has direct benefits in the following areas:

- communication and literacy skills
- travel
- pleasure and leisure
- trade and diplomacy
- learning how to learn any other language
- awareness of how language in general works
- knowledge of one's own language
- learning skills, thinking skills and creativity
- cultural knowledge and insights.

CODE
JAB

What will I do in this subject?

Students will be introduced to the Japanese language and culture. They will learn grammatical structures, vocabulary and idiom within the context of topic areas prescribed in the Syllabus. These topics are:

- family life, home and neighbourhood
- people, places and communities
- education and work
- friends, recreation and pastimes
- holidays, travel and tourism
- future plans and aspirations.

Students' language skills are developed through such tasks as: exchanging everyday information, experiences and opinions in conversation in the target language responding to simple target language spoken at near normal speed processing written target language texts writing dialogues and letters using everyday conversational patterns.

What skills will I gain from this subject?

Students will focus on developing listening, speaking, reading and writing skills. Their knowledge of the Japanese language and culture will develop as students engage in tasks associated with a range of text types.

At Blakehurst High School we have consistently achieved results above the state average in all beginners' languages including Japanese. Students have used the knowledge and skills they have acquired to continue their studies at university, travelling extensively including academic exchanges and in their chosen careers

How much practical/theory work is in this subject?

To prepare for the oral component of the exam students will have the opportunity to engage in authentic language and cultural experiences through excursions, overseas trips, and contact with native speakers and exposure to contemporary media.

What background and skills are recommended for this subject?

This is a Beginners Course and as such there are no prerequisites.

Are there any requirements for this subject?

There is a fee charged of **\$30 per year**.(Workbook and other materials)

Are there any exclusions from this subject?

Those who have chosen to study Japanese in Year 9 and Year 10 cannot undertake this course. Those who have lived and/or been educated in a Japanese speaking environment or who are native speakers are also ineligible. Other eligibility rules also apply. Students must complete a NESA statutory declaration in order to establish eligibility.

How will this course help me in the future?

Dealing with another culture enables people to gain a more profound understanding of their own culture. Creativity and complex problem-solving skills are increased with the study of foreign languages as well as communication skills. Research has proven that learning another language is one of the most effective and practical ways to increase intelligence, keep your mind sharp, and buffer your brain against aging.

In regard to employment learning a language has direct benefits in the following areas:

- International business/agencies.
- Travel Agency.
- The tourism and hospitality industries.
- The diplomatic service.
- Research institutes.
- As a teacher.
- As a translator or interpreter.

CODE
JAC

What will I do in this subject?

The students will develop their ability to use Japanese to communicate with others in both spoken and written forms. They will also further develop their ability to reflect on their own culture and the human condition through the study of Japanese culture.

What skills will I gain from this subject?

The Preliminary and HSC courses have as their organizational focus themes and associated topics. The students' listening, speaking, reading and writing skills in Japanese and their knowledge of Japanese vocabulary and structures will be developed through tasks associated with a range of texts and text types which relate to the themes and topics. The students will also gain insights into the Japanese language and culture through the study of a range of texts that include literary text written for language students, film and songs.

How much practical/theory work is in this subject?

Students' language skills are developed through focusing on the four skill areas: listening, speaking, reading and writing. Students will be involved in tasks such as: exchanging information, opinions and experiences in conversation in Japanese. They will also respond to aural stimulus, analysing, processing and evaluating as well as respond to a variety of written text.

What background and skills are recommended for this subject?

Students should have completed the Japanese course up to and including Year 10. They must have sound reading and writing skills and be able to converse in a simple conversation.

Are there any requirements for this subject?

There is a fee charged of **\$30 per year**. (Workbook and other materials)

Are there any exclusions from this subject?

Japanese background and heritage speakers are excluded from this course. Please refer to the NESA Website for details.

How will this course help me in the future?

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Through experience of the Japanese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people. The study of Japanese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

CODE
LST

What will I do in this subject?

The Legal Studies course develops knowledge and understanding of the nature and functions of law in our society. It examines the structure and sources of the law from a domestic and international perspective as well as the role of the individual within these complex interplays.

The course examines the balance that the law must strike in respect to the rights and responsibilities of the individual vis-à-vis wider society as well as investigating currently legal reforms and conflicts that historically affect special groups within society such as women, Aboriginal and Torres Strait Islanders and so on.

The Preliminary course covers:

- The Legal System (40% course time) – introduction to the nature and functions of law.
- The Individual and the Law (30% course time) – an examination of how the law impacts on individuals.
- The Law in Practice (30% course time) – an examination of contemporary issues that illustrate how the law operates in practice.

The HSC course covers:

- **Crime** (30% course time) - investigates the criminal law, processes and institutions
- **Human Rights** (20% course time) - investigates the notion of human rights and the role of the legal system.
- **Family** (25% course time) - investigates the legal nature of family relationships
- **World Order** (25% course time) – investigate the legal means of gaining shelter and the effectiveness of the law in achieving justice for people seeking and providing shelter.

What skills will I gain from this subject?

The Legal Studies course requires the ability to investigate, analyse & synthesise social & legal information into articulate legal opinions and reports. Students learn to communicate complex legal ideas and language to appropriate audiences and have a significant impact on students' confidence in approaching and accessing the legal system. Legal Studies offers excellent preparation for life skills through an understanding of the legal system, its principles, structures, institutions and processes.

Legal Studies further fosters a respect for cultural diversity and promotes tolerance. It allows students to question and evaluate the legal and democratic institutional structures within the domestic and international environment and to undertake a comparative analysis of other political and institutional structures.

How much practical/ theory work is there in this subject?

Students are required to apply contemporary legal structures, media reports and case studies within the wider legal concepts of justice, fairness and equity. This requires a deep understanding of contemporary legal controversies and a development of student-initiated strategies in promoting a just and fair society, with a view to empowering students to participate effectively as citizens at the local, national and international level.

What background and skills are recommended for this subject?

Essay writing, understanding concepts and terminology.

Are there any requirements for this subject? No

Are there any exclusions for this subject? No

How will this course help me in the future?

This course is not designed to prepare you for further study in the law but rather prepare you to participate effectively in everyday life. The course is designed to foster intellectual, social and moral development by empowering students to think critically about the role of the law and legal institutions in society.

As a consequence of this, Legal Studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful in preparation for further study at TAFE NSW or university in a range of areas.

MATHEMATICS COURSES

Students must be mindful that for some University courses they need to achieve a minimum Band 4 in HSC Mathematics Advanced or a Band E3 in Mathematics Extension to be eligible for admission to a range of courses, including economics, commerce, computing, engineering and IT, medicine, psychology, pharmacy, veterinary science and science. As such, the correct choice of Mathematics in Stage 6 is very important. The courses below have clear guidelines of what level of achievement in Year 10 is an indicator of potential success in Stage 6.

MATHEMATICS ADVANCED

CODE
MAA

What will I do in this subject?

This course offers students an advanced level of Mathematics in the following topics: Functions, Trigonometric Functions, Calculus, Exponential and Logarithmic Functions and Statistical Analysis.

What skills will I gain from this subject?

The course is designed to give students an understanding of and skills in aspects of Mathematics which are applicable to the real world.

How much practical/theory work is in this subject?

This course is based on theory and mathematical proofs. There will also be mandatory assessable investigations.

What background and skills are recommended for this subject?

This course is achievable for students studying the stage 5.3 course and achieving Grades A or B in their Year 10 report. Stage 5.2 students will find the course challenging. It is NOT recommended that students who have studied the stage 5.2 pathway choose this course. This course is unsuitable for Stage 5.1 students. A student needs a great interest in Mathematics to be successful and continuation in the course requires consistent progress and application in all topic areas.

Are there any requirements for this subject?

The Mathematics course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.3, 5.2 and 5.1. All Stage 5.3 students will have covered these outcomes, Stage 5.2 students will cover some 5.3 strands in semester 2.

Are there any exclusions for this subject?

Students may not study any other Stage 6 mathematics course.

How will this course help me in the future?

This course provides an appropriate mathematical background for further studies in Mathematics as a minor discipline at tertiary level.

MATHEMATICS EXTENSION 1

CODE
MX1

What will I do in this subject?

This course includes the entire Mathematics Advanced course and extension study in each of the topics in that course as well as additional extension only topics. These additional topics include: Polynomials; Inverse Trigonometric Functions; Combinatorics; Mathematical Induction; Vectors and the Binomial Theorem.

What skills will I gain from this subject?

This course is designed to give students a thorough and deeper understanding of, and skills in, all aspects of Mathematics including many of which are applicable to the real world.

How much practical/theory work is in this subject?

This course is heavily based on theory and mathematical proofs. There will also be mandatory assessable investigations.

What background and skills are recommended for this subject?

This course is achievable for students studying the stage 5.3 course and achieving Grade A in their Year 10 reports. It is unsuitable for Stage 5.2 and Stage 5.1 students. A student needs a great aptitude for, and significant interest in, Mathematics to be successful in this course.

Are there any requirements for this subject?

This is an arduous and difficult course for keen and competent mathematicians. The student needs to have studied and been successful in the Stage 5.3 course. Continuation in the course requires consistent progress and application in all topic areas.

Are there any inclusions for this subject?

The student will be enrolled in Mathematics Advanced and Mathematics Extension 1.

How will this course help me in the future?

This course is a basis for further studies in Mathematics as a major discipline at tertiary level.

Consistent success in Extension 1 is also a prerequisite for Extension 2 in Year 12. A preliminary Extension 1 average of 80% is required to be considered for entry into Extension 2. Students of outstanding Mathematical ability should consider undertaking the Extension 2 course.

MATHEMATICS STANDARD (1 AND 2)

CODE
MA1

CODE
MA2

What will I do in this subject?

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 11 students study topics in Algebra, Measurement, Financial Mathematics, Statistical Analysis and Relative Frequency and Probability.

In Year 12 students elect to study either the Mathematics Standard 2 course or the Mathematics Standard 1 course. It is possible for a student to elect to study only the essential content for Standard 1 in Year 11. In Year 12 students study topics in Algebra, Measurement, Financial Mathematics, Statistical Analysis and Networks.

All students studying the Mathematics Standard 2 course will sit for an HSC examination and the subject contributes to a students' ATAR.

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.

All students in both courses will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

What skills will I gain from this subject?

The study of Mathematics Standard 2 in Stage 6:

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

How much practical/theory work is in this subject?

Most of this subject is theoretical, however practical activities are undertaken where appropriate.

What background and skills are recommended for this subject?

This course is recommended for all students with an interest in Mathematics. Standard Mathematics 2 (Year 12) satisfies the requirement of two units of Mathematics for many degrees at tertiary level but is NOT suitable for technical degrees (refer comment at the beginning of this section). Students who studied stage 5.3 or 5.2 in Year 10 will find the course achievable. Stage 5.1 students will find the course challenging and are likely to be successful in Mathematics Standard 1.

Are there any requirements for this subject?

The Mathematics Standard course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and several substrands of Stage 5.2. All Year 10 students will have covered these outcomes.

Are there any exclusions for this subject?

Students may not study any other Stage 6 Mathematics course.

How will this course help me in the future?

Standard 2 - Year 12 provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Standard 1 - Year 12 provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

CODE
GKB

What will I do in this subject?

Students will be introduced to the Greek language and culture. They will learn grammatical structures, vocabulary and idioms within the context of topic areas prescribed in the Syllabus. These topics are:

- family life, home and neighbourhood
- people, places and communities
- education and work
- friends, recreation and pastimes
- holidays, travel and tourism
- future plans and aspirations.

Students' language skills are developed through such tasks as:

- exchanging everyday information, experiences and opinions in conversation in the target language
- responding to simple target language spoken at near normal speed
- processing written target language texts
- writing dialogues and letters using everyday conversational patterns.

What skills will I gain from this subject?

Students will focus on developing listening, speaking, reading and writing skills. Their knowledge of the Greek language and culture will develop as students engage in tasks associated with a range of text types.

At Blakehurst High School we have consistently achieved results above the state average in all beginners' languages including Greek. Students have used the knowledge and skills they have acquired to continue their studies at university, travelling extensively including academic exchanges and in their chosen careers.

How much practical/theory work is in this subject?

To prepare for the oral component of the exam students will have the opportunity to engage in authentic language and cultural experiences through excursions, overseas trips, and contact with native speakers and exposure to contemporary media.

What background and skills are recommended for this subject?

This is a Beginners Course and as such there are no prerequisites. There is a growing number of students electing the beginners course as they have never studied Greek and seem to be enjoying the course.

Are there any requirements for this subject?

There is a fee charged of **\$30 per year**.

Are there any exclusions from this subject? Yes

Those who have chosen to study Greek in Year 9 and Year 10 cannot undertake this course. Those who have lived and/or been educated in a Greek speaking environment or who are native speakers are also ineligible. Other eligibility rules also apply. Students must complete a NESA statutory declaration in order to establish eligibility

How will this course help me in the future?

Dealing with another culture enables people to gain a more profound understanding of their own culture. Creativity and complex problem-solving skills are increased with the study of foreign languages as well as communication skills. Research has proven that learning another language is one of the most effective and practical ways to increase intelligence, keep your mind sharp, and buffer your brain against aging.

In regard to employment learning a language has direct benefits in the following areas:

- International business/ agencies
- The tourism and hospitality industries.
- As a teacher/translator or Interpreter
- Travel Agency

MODERN GREEK CONTINUERS

CODE
GKC

What will I do in this subject?

The students will develop their ability to use Greek to communicate with others in both spoken and written forms. They will also further develop their ability to reflect on their own culture and the human condition through the study of Greek culture.

What skills will I gain from this subject?

The Preliminary and HSC courses have as their organisational focus themes and associated topics. The students' listening, speaking, reading and writing skills in Greek and their knowledge of Greek vocabulary and structures will be developed through tasks associated with a range of texts and text types which relate to the themes and topics. The students will also gain insights into the Greek language and culture through the study of a range of texts that include literary text written for language students, film and songs.

How much practical/theory work is in this subject?

Students' language skills are developed through focusing on the four skill areas: listening, speaking, reading and writing. Students will be involved in tasks such as: exchanging information, opinions and experiences in conversation in Greek. They will also respond to aural stimulus, analysing, processing and evaluating as well as respond to a variety of written texts.

What background and skills are recommended for this subject?

Students should have completed the Greek course up to and including Year 10. They must have sound reading and writing skills and be able to converse in a simple conversation.

Are there any requirements for this subject?

There is a fee charged of **\$30 per year**.

Are there any exclusions from this subject? No

How will this course help me in the future?

Through experience of the Greek language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Greek people.

The study of Greek provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

What will I do in this subject?

Modern History offers 2U Preliminary and HSC courses with the option of 1U Extension in the HSC course.

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

- **Part I:** Investigating Modern History- Students undertake ONE option from the Nature of Modern History AND at least TWO case studies. One must be from Europe, North America or Australia and one must be from Asia, the Pacific, Africa, the Middle East or Central/South America (50% course)
- **Part II:** Historical Investigation – the investigation should extend a particular area of individual or group interest. It is designed to further develop relevant investigative, research and presentation skills. (15% course)
- **Part III:** The shaping of the Modern World - Students study forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity. At least ONE study from the Shaping of the Modern World is to be undertaken (35% course)

The HSC course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world. The course comprises 4 sections. Students are required to study all four sections.

HSC course:

- Core Study -Power and Authority in the Modern World 1919-1946 (25% course)
- ONE National Study – a study of a specific period of a nation in the 20th Century (25% course)
- ONE Peace and Conflict topic (25% course)
- ONE Change in the Modern World topic (25% course)

Students are required to study at least ONE non-European /Western topic

HSC History Extension Course (1 unit *in addition* to 2U Modern or Ancient History):

The study and evaluation of the ideas and processes used by historians to produce history

- Part I (60%) – students investigate key historical questions through one case study.
- Part II (40%) – students design, undertake and communicate a personal historical inquiry

What skills will I gain from this subject?

The historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

How much practical/theory work is there in this subject?

The practical comes in the shape of historical investigation and research that continues throughout all courses.

What background and skills are recommended for this subject?

Students need to have an interest in Modern History and be well skilled in research, wide-reading and written expression.

Are there additional requirements for this subject? No

Are there any exclusions for this subject? No

How will this course help me in the future?

The skills developed in this course will be useful in tertiary education as well as the professional and commercial world. In particular, they are applicable to law, teaching, medicine, communication, social work and journalism.

HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. The skills and methodologies of this course will be valuable to students in a wide range of disciplines at tertiary level.

CODE
MU1

What will I do in this subject?

In both the Preliminary and HSC Courses, students are immersed in Performance, Composition, Musicology and Listening through the study of the concepts of music – duration, pitch, tone colour, structure, dynamics and expressive techniques, texture, and performing media.

Students select 3 topics for study in Year 11 and 3 in Year 12. The topics range from Classical to Pop, Jazz, Film and Rock.

In addition to the Core studies in Performance, Composition, Musicology and Aural, Year 12 students must select three electives from any combination of Performance or Composition or Musicology. These electives must represent each of the three topics selected for study in Year 12.

What skills will I gain from this subject?

At the end of the course, students should be able to:

- Perform with a high level of musicality and technique on their chosen instrument
- Analyse, identify and discuss the concepts of music
- Compose music in a variety of musical styles
- Engage with and use a variety of musical notation styles
- Perform as a soloist and/or as a member of an ensemble
- Use a variety of software applications to arrange, improvise and/or compose music

How much practical/theory work is in the subject?

Depending on the electives chosen, practical work can range between 20% and 70%.

What background skills are recommended for this subject?

Previous musical and instrumental experience are an obvious advantage but *not* essential. However, it is essential that students have access to their own instrument and be willing to seek private instruction if necessary.

Are there any requirements for this subject?

All students are required to perform in front of others at times during the course. The HSC includes a practical component for all students.

There is a subject charge of **\$30 per year** for this course.

How will this help me in the future?

Music 1 provides many of the skills required in the diverse fields of the Music Industry. Students may progress into music courses at TAFE or University with a good foundation of knowledge, and practical skills. Music 1 builds a knowledge base of contemporary music.

CODE
MU2

What will I do in this subject?

In both the Preliminary and HSC Courses, students are immersed in Performance, Composition, Musicology and Listening through the study of the concepts of music – duration, pitch, tone colour, dynamics and expressive techniques, structure, texture, and performing media.

Students study the mandatory topic:

- Music 1600-1900 in the Preliminary Course;
- Music of the last 25 years (Australian focus) in the HSC Course.

In addition to the core studies in HSC Performance, Composition, Musicology and Aural, students nominate one elective study in Performance, Composition or Musicology. Students who select Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work.

All students are required to develop a Composition Portfolio for the core composition.

What skills will I gain from this subject?

At the end of the course, students should be able to:

- Perform with a high level of musicality and technique on their chosen instrument
- Analyse the compositional techniques used in a variety of music styles
- Compose a piece of music with an Australian focus, in a style which is characteristic of music of the last 25 years
- Understand the historic development of music from the Baroque Period to music of the present day
- Use a variety of software applications to arrange, improvise and/or compose music

How much practical/theory work is in the subject?

Depending on the electives chosen, practical work can range between 15% and 60%.

What background skills are recommended for this subject?

Prerequisites – Music Elective Stage 5 or equivalent.

It is *strongly recommended* that all students undertake private instrument/vocal lessons for this course.

Are there any requirements for this subject?

Students are required to perform at various school events. Students are also expected to be undertaking regular practice on their instrumental repertoire and attend and critique a number of concert performances arranged during the course.

There is a subject charge of **\$30 per year** for this course.

How will this help me in the future?

Music 2 provides many of the skills required in the diverse fields of the Music Industry. This course is designed for the academic music student and contains all the entry requirements for tertiary music courses at university with a strong foundation of knowledge, together with analytical and practical skills.

CODE
PDH

What will I do in this subject?

The Preliminary course examines a range of areas that underpin health and physical activity. This includes current thinking about health and health promotion, the management of personal health and basic body movement linked to physical activity.

In the Preliminary course there are 2 core topics (60%): (i) Better Health for Individuals and (ii) the Body in Motion. The optional component (40%) includes two options from the following: First aid, composition and performance, fitness choices, outdoor recreation.

In the HSC course, the focus is on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake two optional study areas from a range of choices including investigating the health of young people or of groups experiencing health inequities.

In other options, students focus on improved performance and safety, by learning about advanced approaches to training and concepts of sports medicine. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

The HSC course covers core topics (60%): Health Priorities in Australia and Factors Affecting Performance.

The optional component (40%) includes two options from the following:

1. The health of young people
2. Sport and physical activity in Australian society
3. Sports medicine
4. Improving performance
5. Equity and health.

What skills will I gain from this subject?

- Understand personal and community health issues
- Understand basic anatomy and physiology
- Skills in analysing and developing personal health.

Develop self-confidence, physical wellbeing, self-esteem, physical motor skills, decision making and developing positive attitudes and beliefs.

How much practical/theory work is in this subject?

This course has a substantial theory component and all practical work directly relates to the theory work in class. Students will be given opportunities to participate in the practical aspects of the course throughout the preliminary and HSC course.

What background and skills are recommended for this subject?

Students should have a very keen interest in PDHPE and human movement. Students who have a strong sporting background would benefit from doing this course. This course is open to all serious students who want to expand their knowledge, skills and understanding in Health and Physical Education.

Are there any requirements for this subject? No

Are there any exclusions for this subject? No

How will this course help me in the future?

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

What will I do in this subject?

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

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

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

The Preliminary course includes the modules:

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

The HSC course includes the modules:

- Advanced mechanics
- Electromagnetism
- The Nature of Light
- From The Universe to the Atom

What skills will I gain from this subject?

Learning experiences have been designed to develop students' expertise in the following skill areas:

1. Questioning and predicting
2. Planning investigations
3. Conducting investigations
4. Processing data and information
5. Analysing data and information
6. Problem solving
7. Communicating

How much practical/theory work is in this subject?

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in **depth studies**.

Practical investigations include undertaking laboratory experiments, including the use of appropriate digital technologies.

Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information using and reorganising secondary data and/or information.

What background and skills are recommended for this subject?

This subject is for students with high achievement in stages 4-5 science who are seeking university entrance. Students need good organisation, a sound work ethic, skills in following laboratory procedures, using laboratory apparatus, research from sources, use of technology, interest in detailed investigation, graph work, problem solving and independent work in class and at home.

Are there any requirements for this subject?

Students must demonstrate skills in safe work practice in the laboratory to meet legislative requirements, complete an open-ended investigation and research project which involve working independently and a written presentation. There is a fee charged of **\$55 per year**.

How will this course help me in the future?

Skills in physics are useful in a range of courses studied at university and TAFE, in the workforce and in everyday life and for a range of careers including STEM related careers, medicine, architecture, medical science, aviation, electrical, mechanical, structural engineering and the defence forces.

This course when combined with Chemistry provides preparation for many science based and technology related tertiary courses.

What will I do in this subject?

The Society and Culture course develops student awareness and understanding of basic social and cultural patterns of action and behaviour.

The course trains students to think critically and independently about complex social and cultural issues. Students draw on the methods and theories of social science and use them to investigate and report their findings on social-cultural phenomena of the past, present and future. Students integrate these theories and course concepts into a variety of extended responses, essays and reports.

The key aim of the course is to foster and develop the social and cultural literacy of students, with a focus on media literacy and active citizenship.

The Preliminary course covers:

- The Social and Cultural World (30% course time) – an examination of key society and culture concepts, the nature of society and culture and various social and cultural research.
- Personal and Social Identity (40% course time) – an examination of personal identity and socialisation, growing up and coming of age in Australia and in another culture (cross cultural comparison)
- Intercultural Communication (30% course time) – an examination of communication and intercultural understanding in Australia and in another country (cross cultural comparison)

Across these topics, appropriate social and cultural research methods will be employed and fundamental concepts of society, culture, persons, environment, time, power, authority, gender and technology are to be integrated.

The HSC course covers:

- Social and Cultural Continuity and Change (30% course time) – an examination of the nature of social continuity and change in a selected country through application of appropriate social and cultural research methods.
- Depth Studies (40% course time) – an examination of TWO areas to be chosen from: Popular Culture, Belief Systems, Social Inclusion and Exclusion, Social Conformity and non-Conformity. These Depth Studies involve in-depth investigation of the area, its future directions and its impact on the micro world of the student and the macro world that surrounds the student.
- Personal Interest Project (PIP) (30% course time) – a compulsory major research project, submitted to NESA for marking

What skills will I gain from this subject?

Students will gain life-long learning skills in their ability to apply and evaluate social and cultural research. They will be able to investigate and engage in effective analysis, synthesis and evaluation of information from a variety of sources and communication information, ideas and issues in appropriate forms to different audiences in a variety of contexts.

How much practical/theory work is there in this subject?

Society and Culture is heavily dependent upon social research. Students are required to apply their own social research on a regular basis to verify, test and engage the fundamental concepts and understandings of the course. The Personal Interest Project (PIP) is a demanding application of this practical requirement and involves a substantial commitment of time, resources and study into a social and cultural topic of the student's own choosing. Students produce a report (approx. 6,000 words for external marking).

What background and skills are recommended for this subject?

Critical thinking, application of theory, writing skills of mid to high order, research.

Are there any requirements for this subject?

Each student must submit a Personal Interest Project, which includes a log to the NESA for marking. This mark contributes 40% to the HSC examination mark.

Are there any exclusions for this subject? No

How will this course help me in the future?

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

CODE	ATAR
SLR	NON ATAR

What will I do in this subject?

This subject counts toward the HSC program of study but not toward the ATAR. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. The units that are outlined below are covered over the two years of the HSC program. There is no preliminary course. The majority of the course is completed by practical application.

Course Units include:

- Healthy Lifestyle
- Resistance/Weight Training
- Outdoor Recreation
- Fitness
- Sports Coaching and Training
- Sports Administration
- Athletics
- First Aid and Sports Injury
- Games and Sports

What skills will I gain from this subject?

Students are provided with a context in which to develop their knowledge of healthy lifestyles and the ability to plan and improve their general health and well-being. Various sports and recreational activities are also participated in.

How much practical/theory work is there in this subject?

SLR is a non ATAR subject with no HSC examination. It is substantially a practical course with only a small amount of background theory work being undertaken.

What background and skills are recommended for this subject?

This subject is recommended for students who have an interest in fitness, training, practical activity and learning about various recreational pursuits.

Are there any requirements for this subject?

No

Are there any exclusions for this subject?

No


Are there additional costs for this subject?

\$20 for an additional sport shirt due to the number of extra practical lessons, if numbers allow.

How will this course help me in the future?

SLR will provide students with a comprehensive knowledge of their general fitness and well-being. It is an ideal background for students wishing to enter TAFE courses such as Personal Training.

CODE	ATAR
SPC	NON ATAR

 2024 Sport Coaching Course Descriptor SIS30521 Certificate III in Sport Coaching RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>	
Course: Sport Coaching Board Endorsed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Does not contribute towards the Australian Tertiary Admission Rank (ATAR)
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching https://training.gov.au/Training/Details/SIS30521 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.	
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg. LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a sport coaching environment and be able to use a personal digital device including a personal computer or laptop.	
Sport, Fitness and Recreation Training Package (SIS 5.2) Units of Competency	
Core HLTWHS001 Participate in workplace health and safety SISSCO002 Work in a community coaching role SISSCO005 Continuously improve coaching skills and knowledge HLTAID011 Provide first aid SISSCO003 Meet participant coaching needs BSBPOS403 Apply business risk management processes	Elective SISSCO012 Coach sport participants up to an intermediate level SISXIND006 Conduct sport, fitness and recreation event SISXCAI009 Instruct strength and conditioning techniques SISSSOF002 Continuously improve officiating skills and knowledge SISXDIS001 Facilitate inclusion for people with a disability Trainer to delete the units of competency above that will not be delivered as an elective in cluster 3 to be delivered. Refer to the Training and Assessment Strategy (TAS) for the qualification packaging rules.
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.	
Pathways to Industry - Skills gained in this course transfer to other occupations	
Working within the sport coaching industry <ul style="list-style-type: none"> possess a range of well-developed skills where discretion and judgement are required 	<ul style="list-style-type: none"> teamwork and communication applying skills and knowledge to coach participants to an intermediate level in a specific sport
Examples of occupations in the Sport Coaching Industry This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.	
External Assessment There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.	
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.	
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.	
Course Cost: Preliminary - \$NIL HSC - \$NIL School Specific equipment and associate requirements for students	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships	
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	
2024 Course Descriptor SIS30521 Certificate III in Sport Coaching RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support	

TEXTILES AND DESIGN

CODE
TXT

What will I do in this subject?

This is a practical subject which includes developing skills through making textile items and developing knowledge, understanding and skills in design and textile science which reflect the important role that textiles play in our lives as individuals and on society as a whole.

The Preliminary Course covers:

- Design- functional & aesthetic design, fashion drawing, element & Principles of design
- Properties and Performance of Textiles – fibres, yarns and fabrics,
- The Australian Textile Industry

Students must complete 2 practical projects consisting of a textile item and a folio in year 11.

The HSC Course covers:

- Design – fabric decoration, historical design developments, cultural study and contemporary designers
- Properties and Performance of Textiles – end use applications, innovations and emerging technologies
- Australian Textile Industry – environmental sustainability, current issues

Students must complete a major textile project in their HSC year. This consists of a textile item and a folio which is externally marked and makes up 50% of the HSC mark

What Skills will I gain from this subject?

Students will gain skills in design, time management, fashion illustration, practical skills in construction, fabric decoration, pattern modification and project management. They will develop the ability to make informed decisions in relation to textile, clothing and footwear and also gain lifelong skills that can be applied in work and leisure environments

How much practical/theory work is in this subject?

Practical 50%, Theory 50%

What background and skills are recommended for this subject?

All skills and knowledge will be developed during the 2 years of this course.

Are there any requirements for this subject?

All students **design and make** a major textile project in an area of interest from one of the 5 focus areas studied (apparel, costume, furnishings, textile arts, non-apparel) in the HSC year. The Major Textile Project allows students to develop and display their practical skills and acquire marks towards their HSC. This project is externally marked and makes up 50% of the HSC mark. The external HSC exam paper makes up the remaining 50% of the final HSC mark.

Students are required to wear, at all times in the textile laboratory, footwear with **'full black leather uppers and a non-slip sole'**. It must be noted that 'joggers' even with full leather uppers are not acceptable. Students without the correct footwear will not be able to participate in practical activities.

A subject charge of **\$90** applies to this subject.

Are there exclusions for this subject? No

How will the course help me in the future?

This course will provide you with the knowledge, skills, attitudes and values to contribute positively to pathways to employment or further education at TAFE or university. The study of Textiles provides you with career options which may include fashion design, theatrical design, interior design, fashion retail, advertising and marketing, teaching, textile research and development, commercial fabric and textile buying for retailers and creating textile works. You will also gain skills in time and project management and develop lifelong skills in working with textiles.

CODE
VAR

What will I do in this subject?

Media Arts will allow students to develop skills in a variety of media, in areas such as Design, Graphic Design, Animation and Film Making, Photo-media, and Digital Imagery.

Studio Arts will allow students to develop skills in a variety of media, in areas such as Painting, Drawing, Printmaking, Ceramics, Sculpture and Sculptural Forms, Digital Imagery and Textiles and Fibre.

Visual Arts is an exciting, stimulating course which encourages students to express themselves in visual form as well as written form. The course caters for the full range of students through learning opportunities based on a flexible content structure consisting of practice (*artmaking, art criticism and art history*), the conceptual framework (*artist, artwork, world, audience*) and the frames (*subjective, cultural, structural and post-modern*).

Students learn about practice in artmaking and learn how to make art in a variety of forms, culminating in the development of a 'Body of Work' in the HSC course. Students critically and historically investigate the practice of artists, critics and historians.

What skills will I gain from this subject?

Students will learn creative and critical thinking, problem solving, organisation and time management. They will gain an enhanced understanding of themselves and their world, thinking beyond the limits of previous ideas and inventions.

Students have the opportunity to develop skills in a variety of expressive forms such as: Documented Forms, Collection of Works, Drawing, Painting, Photo-media, Printmaking, Textiles and Fibre, Graphic Design, Digital Imagery, Designed Objects, Sculpture, Ceramics, Time-based forms (Animation and Film) and in other areas of interest to individual students. They will also learn time management, problem solving and critical thinking. During the HSC course, students will refine their new skills and use them to develop a Body of Work with conceptual strength. Students will gather an enhanced understanding of themselves and their world, thinking beyond the limits of previous ideas and inventions.

How much practical/theory work is there in this subject?

Practical 50% and Theory 50%.

What background and skills are recommended for this subject?

Skills that were developed in Stages 4 and 5 will be enhanced and investigated further during the HSC course.

Are there any requirements for this subject?

It is not compulsory for students to have studied Visual Arts in Stage 5.

There is a subject charge of **\$80 per year** for this course.

The majority of equipment and materials are supplied for students studying the Visual Arts Course.

Are there any exclusions for this subject?

The majority of the Body of Work must be done at school under the teacher's supervision to validate the authenticity of the work as the student's own work.

How will this course help my future?

This course will assist students seeking a career or study in creative fields such as (but not exclusive to): film, design, graphic design, art teaching, professional artist, theatre design, illustration, advertising, photographer, visual communications, architecture, primary school teaching, product and packaging design. It will also assist students with an interest in the arts and who would like to explore and develop their creative passions.

WORK STUDIES

CODE	ATAR
WRK	NON ATAR

What will I do in this subject?

The Work Studies course is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. This subject counts toward the HSC but not toward the **ATAR**.

The content is organised into one core module plus several elective modules. It is a flexible structure designed to support the diverse needs of students.

In this course students will:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

What skills will I gain from this subject?

Students will develop skills for employment and success in the workplace.

How much practical/theory work is there in this subject?

Due to the flexible nature of this course, the development of workplace skills may occur in the context of class work, work placements, work experience, casual work, volunteer work, community projects, business competitions or participation in school and business links.

What background and skills are recommended for this subject?

Students should choose this subject if they are interested in gaining an understanding of work-related issues as well as acquiring work related skills.

Are there additional requirements for this subject?

No

Are there any exclusions for this subject?

No

How will this course help me in the future?

This subject will enable students to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

EXTERNALLY DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET)

Students in Years 11–12 have the option of studying VET courses either at school, or through external, accredited training providers such as TAFE NSW. VET courses delivered by an external RTO/training provider to school students are known as EVET courses. Several small training providers also deliver VET training to school students.

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

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

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

Categories of EVET courses

Board Developed Industry Curriculum Framework (ICF) Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Information and Digital Technology, Human Services, Primary Industries, Retail Services and Tourism, Travel & Events. These courses mostly count for 4 units of HSC credit, include 70 hours of mandatory work placement and have an optional HSC examination.

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

Delivery patterns of EVET courses

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

Specific Requirements of EVET courses

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

- **NESA requirements** for completion of course work. If a student does not satisfactorily complete course work, they may be given an “N” Determination for the course or, they may be withdrawn from the course. External RTOs will monitor attendance and send regular reports to the student’s home school.
- **Student Commitment** – Once a student starts a course, they will be expected to commit to completing it as there is significant cost involved for the NSW Department of Education. Students will not be permitted to change to another EVET course. Students who miss class work at school because of EVET course enrolments (including work placement) are responsible for following up with their teachers and catching up on missed work.

- **Travel** – Students studying EVET courses are responsible for organising their own transport to the study venue and also for making their way home at the conclusion of the class. Students are responsible for paying travel costs. Students will need to complete and submit an early leave application available from their Careers Advisor. Students will be issued with an early leave pass that should be shown when required. Students doing EVET courses may be given compensatory study periods during the week.
- **Proposed timetabling** – students should carefully check details to see when the EVET course will be delivered. EVET courses are conducted on different days of the week with many classes commencing at 1:30pm and ending at 5:30pm. For some courses, “block” attendance during term and/or school holidays may be necessary.
- **Online courses** require students to be able to work independently, have access to digital technology and to manage their time effectively to ensure they keep up with all work requirements.
- **Mandatory Work Placement** applies to many EVET courses and gives students the chance to learn new skills and apply the skills they learn from doing the course. It also helps students to:
 - gain insights into the kind of career that they would like to have.
 - make informed decisions about further training and study.
 - become more employable.
 - be better equipped for business and employment opportunities.

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

EVET 2024 Application Process

1. **Research:** Students interested in applying for an EVET course should research the course which interests them to learn about course content and possible career paths. Detailed information sheets are available for all courses listed on the EVET portal from your Careers Adviser. Additionally, some providers also send EVET course information to schools so students should ask Careers Advisers about this.
2. **Submit:** Students complete a detailed **Expression of Interest (EOI)** form (available from the Careers Adviser). Parents or guardians are required to sign the EOI to indicate their awareness of course requirements, as well as the level of commitment required by students. All students will need their ERN and NESA number to complete this form.
3. **Interview:** Some schools will require students to participate in an interview to discuss the reasons for applying for the course. Students will be expected to explain why enrolling in the course is important to future career planning and demonstrate a commitment to successfully completing the course. Parents may be asked to participate in these interviews. Where applicable, students may also need to participate in mandatory interviews and application processes as required by an RTO. Failure to participate in these processes will mean that the application will not be considered.
4. **Apply:** The closing date for 2024 EVET applications will be late in Term 3, 2023 (the exact date is yet to be finalised) Offers will be made from early November, 2023.

Expressing an interest in an EVET course does not guarantee that a student will be made an offer, nor that the course will be delivered in 2024. Some courses are very popular, and the number of applications exceeds available places. Occasionally, there may not be enough applications to form a class for some courses and the class will be cancelled.

EVET Providers

1. **NSW TAFE** is the largest provider of EVET courses and the term ‘TVET’ refers to EVET programs delivered by TAFE NSW. TAFE NSW delivers EVET courses at a number of locations which students in Sydney may be able to access including:
 - **TAFE NSW Sydney Region** - Enmore, Gymea, Loftus, Meadowbank, Petersham, Randwick, St George, St Leonards and Ultimo TAFE colleges
 - **TAFE NSW Western Sydney Region** - Bankstown, Campbelltown, Granville, Lidcombe, Ingleburn (MBISC), Liverpool, Macquarie Fields, Miller, Padstow, Wetherill Park, Blacktown, Kingswood, Nepean and Nirimba TAFE colleges.
 - **TAFE Illawarra Region** - Moss Vale, Wollongong, and Goulburn TAFE Colleges.








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

Students must complete a separate EVET application form, please collect and return to Mrs Koutsoukos. Mrs Koutsoukos will place more information regarding applications on the Year 10 Careers Google Classroom.

Top tips for choosing HSC courses

- Make the link between your choices now and where you want to go after Year 12.
- If you want to get an ATAR, make sure you will be eligible. In 2025, NSW Year 12 students must complete at least:
 - 10 units of Board Developed courses
 - 2 units of English
 - three Board Developed courses of 2 units or greater
 - four subjects areas.
- Choose HSC courses that you're good at and interested in, and that will lay a foundation for your future plans. In particular, choose courses that will prepare you well for the areas of university study you're planning to pursue.
- If you're not sure what level maths and English to take, choose the level that suits your ability and future plans, rather than trying to take advantage of how courses are scaled: you will not necessarily get a higher ATAR just by studying a lower level course. And be aware that while units often increase your selection rank in recognition of your performance in particular HSC courses (usually for Bands 5 and 6), they don't always reward your performance in the lower level courses, no matter how well you do.
- Just about any combination of courses can lead to a good ATAR; it all depends on how well you do in all your courses in comparison to other students. The table below addresses a number of scaling 'myths'.
- Check if the uni you want to go to, or the course you want to do, has prerequisites (these can include a high-level maths or English course) and assumed knowledge.
- To make good choices about what to study, work to the best of your ability and focus on your goals for life after school.

Scaling myths

Myth	Fact
 <p>Some courses are always 'scaled up', therefore I should study those.</p> <p>-----</p>  <p>Some courses are always 'scaled down', therefore I should avoid those.</p>	 <p>The way a course is scaled depends entirely on the average academic performance of all the students doing that course that year – and it can change from year to year. For most courses, your scaled mark will be lower than your HSC mark. To get the best possible position and maximise your scaled marks, select the courses you'll do best in.</p>
 <p>I need to study 'hard' subjects to get high scaled marks.</p>	 <p>'Hard' is a subjective term. Everyone has different strengths and interests. Students who achieve an ATAR of 99.95 study a large variety of subjects.</p>
 <p>I should study Mathematics Standard 2 rather than Mathematics Advanced to get a better ATAR.</p>	 <p>It's very difficult to predict which course will lead to a higher scaled mark. Your scaled mark depends on the average academic ability of the students studying that course and your position in the course. When considering which maths course to study, remember that some university courses have prerequisites or assumed knowledge of Mathematics Advanced. It's important to choose the level of maths that best suits your plans for further study.</p>




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MY SELECTIONS

Use this page to make it very quick to enter your preferences online.

Number your **top 9** selections in order of preference. English is your number 1 choice.

English Courses (compulsory)

- | | |
|---|--|
| <input type="checkbox"/> English Advanced | <input type="checkbox"/> Italian Beginners |
| <input type="checkbox"/> English Standard | <input type="checkbox"/> Italian Continuers |
| <input type="checkbox"/> EAL/D | <input type="checkbox"/> Japanese Beginners |
| <input type="checkbox"/> English Studies | <input type="checkbox"/> Japanese Continuers |

In addition to the above:

- | | |
|---|---|
| <input type="checkbox"/> Extension English (1 unit) | <input type="checkbox"/> Legal Studies |
| <input type="checkbox"/> Ancient History | <input type="checkbox"/> Mathematics Standard 1 |
| <input type="checkbox"/> Business Studies | <input type="checkbox"/> Mathematics Standard 2 |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Mathematics Advanced |

- Chemistry
- Chinese and Literature
- Chinese Beginners
- Chinese Continuers
- Chinese in Context
- Community and Family Studies
- Design & Technology
- Drama
- Earth and Environmental Science
- Economics
- Food Technology
- French Beginners
- French Continuers
- Geography
- Hospitality – Food and Beverage (VET)
- Industrial Technology – Timber Products and Furniture Technologies

In addition to Advanced Mathematics:

- Mathematics Extension 1(1 unit)
- Modern Greek Beginners
- Modern Greek Continuers
- Modern History
- Music 1
- Music 2
- Personal Development, Health and Physical Education
- Physics
- Textiles & Design
- Society and Culture
- Sport, Lifestyle and Recreation
- Sports Coaching
- Visual Arts
- Work Studies

VET Courses (at TAFE)

- _____
- _____