

ERINA HIGH SCHOOL

COURSE SELECTION BOOKLET

STAGE 6 | YEAR 11 2024

The HSC – An Introduction

You are about to embark on a very important two years of schooling which lead up to the Higher School Certificate (HSC). The first step in the process of obtaining a HSC is the selection of Year 11 courses.

To ensure you make the best decisions, it is vital that you take the time to read this booklet and understand the requirements of the HSC and the different courses options available. It is also a great idea to ask questions of your teachers, discuss your ideas with your family and with people who can provide you with assistance in planning your future career.

This Subject Selection Handbook has been developed to inform you about the organisation of the HSC. It will give you information about the courses available at Erina High School, the nature of the courses and the commitment required to complete courses successfully.

Whilst there is greater flexibility in a student's pattern of study in Stage 6, there are some rules that students must adhere to ensure their individual pattern of study makes them eligible for the HSC and/or eligible for an ATAR.

The best advice I can give regarding choosing subjects is give consideration to your personal interests, strengths and potential post-school pathway. Students will find the HSC journey much more enjoyable and successful if they are studying courses based on these three elements.

The opportunities in the HSC are extensive and students and parents are urged to consider all options very carefully. Details of options and requirements are explained in this booklet.



Mr Paul Broadbent
Principal

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Meeting HSC eligibility requirements

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course.

Certain patterns of study and course requirements apply

You must satisfactorily complete:

- Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.
- Both patterns of study must include at least:
 - 6 units of Board Developed Courses
 - 2 units of a Board Developed Course in English
 - 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
 - 4 subjects.

In order to be eligible for an ATAR, student must complete all HSC Examinations.

There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about [eligibility, rules and prerequisites](#) on the NESA website.

Terms and concepts you should know

Preliminary	refers to the courses usually completed in Year 11
HSC	refers to courses usually completed in Year 12
NESA	NSW Education Standards Authority. The organisation that develops the syllabus and conducts the exams
ATAR	Australian Tertiary Admission Rank – this is calculated by the Universities as a way of determining entry to University courses
VET	Vocational Education and Training – students can get “dual accreditation” by completing these subjects – an HSC and Australian Qualifications Framework award
Category A and B courses	classifications by the Universities related to eligibility of subjects for the ATAR. Only 2 units of Category B subjects can be used to count towards the ATAR.
2 Unit subject	the basis of subjects in the HSC, equates to about 4 hours per week or 120 hours per year and is marked out of 100 in internal and external assessment

Types of HSC courses

There are 3 types of HSC courses offered:

Type 1

Board Developed courses are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR.

Type 2

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. Some VET courses require a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR.

Type 3

Board Endorsed courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

Course Fees

The following courses have some student costs to provide the various resources needed in the delivery of the curriculum. These costs will be finalised shortly and sent out to all students and families.

YEAR	11	12
General School Contribution	\$80	\$80
Biology	TBA	TBA
Chemistry	TBA	TBA
Construction VET	TBA	TBA
Earth & Environmental Science	TBA	TBA
Engineering Studies	TBA	TBA
Food Technology	TBA	TBA
Hospitality	TBA	TBA
Hospitality Extension	TBA	TBA
Industrial Technology/Multimedia	TBA	TBA
Industrial Technology/Timber	TBA	TBA
Information Processing and Technology	TBA	TBA
Music	TBA	TBA
Physics	TBA	TBA
Investigating Science	TBA	TBA
Textiles & Design	TBA	TBA
Visual Arts*	TBA	TBA

Subject Selection Timeline and Process

Step 1 (Week7) – Subject Selection Booklet available

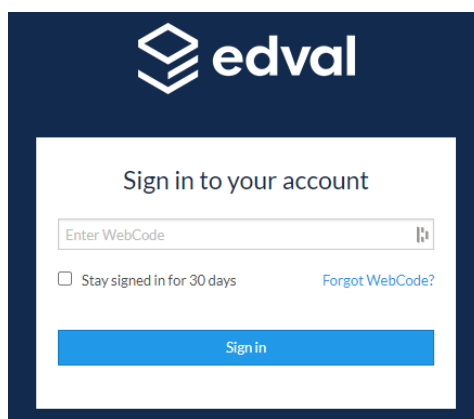
The Subject Selection Booklet will be issued to students and available on the EHS Website and Sentral Parent Portal

Step 2 (Week 7) – Subject Selection Evening

Students and parents are invited to attend Subject Selection Evening in the MPC, Thursday 9 June starting at 6:30pm

Step 3 (Week 7) – Edval Choice Opens

Students make their choices. Students will be sent an email with the link to Edval Choice and a personal WebCode. Copy the WebCode and paste into the Edval Choice login page.



When completing the course selection, students must:

- ONE English course
- FIVE preferred courses.
- TWO courses as *reserve options.

**Students need to be aware that there is a real possibility that they may be placed in these courses.*

***Extension courses are not selected through the Edval Choice. Students wishing to pursue placement in extension courses will need to be approved in consultation with the Head Teacher of the faculty delivering the course.*

Students may study one of, or any combination of, the following Stage 6 Science courses up to a maximum of 7 HSC units: Biology, Chemistry, Earth and Environmental Science, Investigating Science, Physics and Science Extension (Year 12 only).

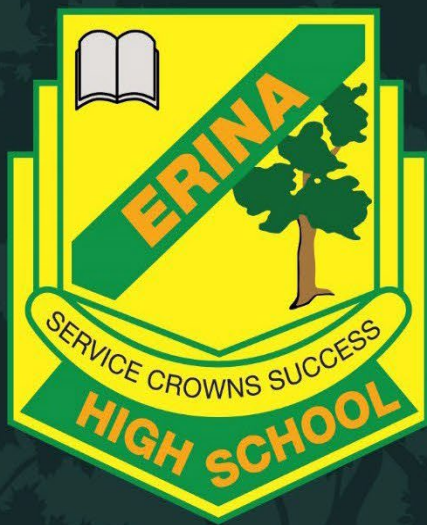
The above Stage 6 Science courses including the Investigating Science course may provide entry into the new Science Extension (Year 12) course which has been developed to engage high-achieving students and better prepare them for university and careers in STEM.

Step 4 (Week 10) – Edval Choice Closes

Student **MUST** have submitted their choices by June 30th, 2022.

Step 5 (Term 3) Student interviews commence.

Students are interviewed by the Careers Adviser and/or the Careers and Transition Team



ERINA HIGH SCHOOL

COURSE DESCRIPTORS

STAGE 6 | YEAR 11 2024

Ancient History

CATEGORY A

UNITS

2

ATAR



Course Description:

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

Course Structure:

The course comprises three sections. Students are required to study all three sections of the course. Studies undertaken in the Year 11 course should be selected from a range of societies.

The Year 11 course is 120 hours

Ancient History	Indicative hours
Investigating Ancient History The Nature of Ancient History Case Studies Each case study should be a minimum of 10 indicative hours	60
Features of Ancient Societies	40
Historical Investigation	20

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

Course Structure:

The course comprises four sections. Students are required to study all four sections. The Year 12 HSC course is 120 hours

Ancient History	Indicative hours
Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
Ancient Societies	30
Personalities in their Times	30
Historical Periods	30

The course requires study from at least TWO of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

The core study, 'cities of Vesuvius – Pompeii and Herculaneum', is a Roman study.

Topics in the Year 12 consist of two sections:

- Survey (a maximum of 3 hours)
- Focus of study (a minimum of 27 hours).

Biology

CATEGORY A

UNITS

2

ATAR



Course Description:

Biology is the study of life. 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 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 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.

Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours) Depth study – 15 hours in-built into the course time

- Module 1 – Cells as a basis of life
- Module 2 – Organisation of living Things
- Module 3 – Biological Diversity
- Module 4 – Ecosystem Dynamics

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours) Depth Study – 15 hours in-built into the course time

- Module 5 - Heredity
- Module 6 - Genetic Change
- Module – 7 Infectious Disease
- Module 8 - Non-Infectious Disease and Disorders

Course requirements:

The Year 11 course is made of 120 indicative hours including a 15-hour depth study from one or more of the modules. 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 fieldwork. Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information. One fieldwork exercise must be completed in Year 11.

Please note: Fees apply to this course.

Assessment:

Internal Assessment	Weighting
Knowledge and understanding	40
First-hand investigations	30
Scientific thinking, problem-solving and communication	30

Business Studies

CATEGORY A

UNITS

2

ATAR



Course Description:

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

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

Main topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

Assessment: HSC course only

External Assessment	Internal Assessment	Weighting
A three-hour written examination, including:	Knowledge and understanding of course content	40
Section 1 Objective response questions	Stimulus based skills Inquiry and research	20
Section 2 Short-answer questions		
Section 3 Business Report	Communication of business information, ideas and issues	20
Section 4 Extended response questions	in appropriate forms	20

Chemistry

CATEGORY A

UNITS

2

ATAR



Course Description:

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 stu

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. 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.

Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours) Depth study – 15 hours in-built into the course time

- Module 1 – Properties and structure of Matter
- Module 2 – Introduction to Quantitative chemistry
- Module 3 – Reactive Chemistry
- Module 4 – Drivers of Reactions

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours) Depth Study – 15 hours in-built into the course time

- Module 5 – Equilibrium and Acid Reaction
- Module 6 – Acid Base Reactions
- Module – 7 Organic Chemistry
- Module 8 – Applying Chemical ideas

Particular Course Requirements:

The Year 11 course is made of 120 indicative hours including a 15-hour depth study from one or more of the modules.

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

A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12. At least one depth study must be included in both Year 11 and Year 12.

Please note: Fees apply to this course.

Community and Family Studies

CATEGORY A

UNITS

2

ATAR



Course Description:

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.

Main Topics Covered:

Preliminary Course

Resource Management (approximately 20% of course time)
 Individuals and Groups (approximately 40% of course time)
 Families and Communities (approximately 40% of course time)

HSC Course

Research Methodology (approximately 25% of course time)
 Groups in Context (approximately 25% of course time).
 Parenting and Caring (approximately 25% of course time).

HSC Option Modules (Schools select one of the following, approximately 25% of course time).

Family and Societal Interactions
 Social Impact of Technology
 Individuals and Work

Course Requirements:

As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management and should reflect a student's own interest within the above content areas.

Assessment: HSC course

External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination: Section I		Core	
Part A - multiple choice	20	Research Methodology; Groups in Context	75
Part B – short answer questions	55	Parenting and Caring	
Section II - Options		Options	
		Families and Societal Interactions	
		Social Impact of Technology	25
		Individuals & Work	
Candidates will be required to answer <u>one</u> of three multi- part questions, in the form of short answer combined with extended response (choosing only the option they have studied):	25		
Families and Societal Interactions			
Social Impact of Technology			
Individuals and Work			

Drama

CATEGORY A

UNITS

2

ATAR



Course Description:

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

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

HSC Course content: Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study of Drama through practical exploration of plays scripts and their themes and issues. Students will also explore a variety of theatrical styles and traditions, exploring relevant acting techniques, performance techniques and theatrical spaces.

The Group Performance of between 3 and 6 students, requires students to create a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

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

Main Topics Covered:

Preliminary Course

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

HSC Course

- Australian Drama and Theatre
- Studies in Drama and Theatre
- Group Performance
- Individual Project

Particular Course Requirements:

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities performances to assist their understanding, analysis and synthesis of material covered in the areas of study. In preparing for the Group performance, students collaborate to playbuild an original performance inspired by an idea from a prescribed list. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the scripts listed in the published text list. This list changes every three to six years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Assessment HSC course:

External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation	30	Australian Drama and Theatre Studies in Drama and Theatre Development of Group Performance	100
Individual Project	30	Development of Individual Project	
A 1 ½ hr Written Examination comprising two compulsory sections:	40		
Australian Drama and Theatre Studies in Drama and Theatre			

Earth and Environmental Science

CATEGORY A

UNITS

2

ATAR



Course Description:

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours) Depth study – 15 hours in-built into the course time

- Module 1 – Earth's Resources
- Module 2 – Plate Tectonics
- Module 3 – Energy Transformation
- Module 4 – Human Impacts

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours) Depth Study – 15 hours in-built into the course time

- Module 5 – Earth's Processes
- Module 6 – Hazards
- Module 7 – Climate Science
- Module 8 – Resource Management

Particular Course Requirements:

The Year 11 course is made of 120 indicative hours including a 15-hour depth study from one or more of the modules. 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 fieldwork. Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.

- A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.
- At least one depth study must be included in both Year 11 and Year 12.

Please note: Fees apply to this course.

Assessment:

Internal Assessment	Weighting
Knowledge and understanding	40
First-hand investigations	30
Scientific thinking, problem-solving and communication	30

Economics

CATEGORY A

UNITS

2

ATAR



Course Description:

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

Year 11 Course

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

Year 12 Course

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

Assessment:

This is a new course to be offered for Erina High School students in 2024. The nature of the assessments is currently in the planning stages and will be confirmed shortly. The Internal Assessment will consist of 4 formal tasks.

Engineering Studies

CATEGORY A

UNITS

2

ATAR



Course description:

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

Main Topics Covered Preliminary Course:

Students undertake the study of 4 compulsory modules:

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

HSC Course:

Students undertake the study of 4 compulsory modules:

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

Particular HSC Course requirements:

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules. One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Assessment: HSC Course only

External Examination	Weighting	Internal Assessment Component	Weighting
Section 1 20 Objective response questions	20	Knowledge and understanding of course content	60
Section II There will be approximately seven short answer questions Questions will contain parts There will be approximately 25 items in total At least 2 items will be worth from 6 to 8 marks	80	Knowledge and skills in research, problem solving and communication related to engineering practice	40

The Year 12 formal school-based assessment program is to reflect the following requirements:

- A maximum of four assessment tasks
- The minimum weighting for an individual task is 10%
- The maximum weighting for an individual task is 40%
- Only one task may be a formal written examination with a maximum weighting of 30%
- One task must include an engineering report with a minimum weighting of 20%.

Please note: Fees apply to this course.

English Advanced

CATEGORY A

UNITS

2

ATAR



Course Description:

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

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

Main Topics Covered:

Preliminary Course: The course has two sections

- Content common to the Standard and Advanced courses is undertaken through a unit of work called Reading to Write. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake the intensive and close reading of quality texts from a variety of modes and media.
- Electives in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 80% of the Content.

HSC Course: The course has two sections:

- The HSC Common Content consists of one common module to the HSC Standard, English Studies and the Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three modules A, B or C.

Particular Course Requirements:

Preliminary English (Advanced) course requires:

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

HSC English (Advanced) course requires:

- The close study of four types of prescribed text, one drawn from each of the following categories: Shakespearian drama; prose fiction; poetry OR drama. The remaining text maybe film, media or nonfiction text OR maybe selected from one of the categories above
- A wide range of additional related texts and textual forms.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of Paper 1 (2 hours) Areas of Study (Common course content)	40	Area of Study (Common course content) Module A Module B Module C	40 20 20 20
Paper 2 (2 Hours) Module A Module B Module C	60	Assessment across the language modes: Listening Speaking, Reading, Writing, Viewing & representing	15 15 25 30 15

English Standard

CATEGORY A

UNITS

2

ATAR



Course Description:

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

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

Main Topics Covered:

Preliminary Course

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake at least one Area of Study.
- Electives in which students explore and examine texts and analyse aspects of meaning. Students are required to study ONE complex multimodal or digital text in Module A and ONE substantial literary print in Module B. The Electives comprise 80 % of the Content.

HSC Course: The course has two sections:

- The HSC Common Content consists of one common module to the HSC Standard, English Studies and the Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three modules A, B or C

Particular Course Requirements:

In the Preliminary English (Standard) course students are required to:

- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text

HSC English (Standard) course requires:

- the close study of at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry OR drama, nonfiction OR film, OR media
- a wide range of additional related texts and textual forms.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper		Area of Study	40
Paper 1 (1.5 hours)		(Common course content)	
(Common course content)	40	Module A	20
		Module B	20
		Module C	20
Paper 2 (2 Hours)		language modes: Listening	
Module A		Speaking	15
Module B		Reading	15
Module C	60	Writing	25
		Viewing & representing	30
			15

English Studies

CATEGORY B

UNITS

2

 ATAR
WITH EXAM


Course Description:

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

Particular Course Requirements:

The course contributes to the required Preliminary pattern of study of 12 units and HSC pattern of study of at least 10 units. It contributes to each of the specific pattern requirements including:

- at least six units from NESA Developed Courses
- at least two units of a NESA Developed Course in English
- at least three courses of two units value or greater (either NESA Developed or NESA Endorsed Courses)
- at least four subjects.
- Students who wish to obtain an ATAR:
- English Studies is a Category B subject.
- For students who wish to obtain an ATAR, only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation.
- Therefore, English Studies students who wish to gain ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

Assessment:

External Assessment Weighting – Due to recent changes to the course, further guidelines and advice on assessment will be update on NESA's advice.

A written examination paper consisting of:

- One 2.5 hour paper: Common course content- Section I and II
- Elective Content: Section III and IV
- Selected Modules

Preliminary English Extension; HSC English Extension 1 / 2

NOTE: Extension English (1 and 2) is an invitation course. Students will be invited by the English Faculty to attempt this course. Students not invited but wanting to attempt this course will have an interview with the Head Teacher and will be required to submit an essay on an unknown topic to demonstrate the ability to complete this difficult and demanding course. Demonstrated ability through interview and completion of the essay will lead to inclusion.

1 unit of study for each of Preliminary and HSC

Prerequisites:

- (a) English (Advanced) course
- (b) Preliminary English Extension Course is prerequisite for Extension Course 1.
- (c) Extension Course 1 is prerequisite for Extension Course 2.

Course Description:

- In the Preliminary English (Extension) course students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
- In the HSC English (Extension) course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

Main Topics Covered: Preliminary Extension Course

The course has One mandatory section, Module: Texts, Culture and Value. This incorporates a related independent research project.

HSC Extension Course 1

The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values.

HSC Extension Course 2

The course requires students to complete a Major Work

Particular Course Requirements:

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

The HSC English (Extension) course 1 requires the study of prescribed texts (as outlined in the support document, HSC English 2001 and 2002 Electives and Prescribed Texts).

The HSC English (Extension) course 2 requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

Assessment: HSC Extension Course 1

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of 2 hours duration		Module A, B or C	50
	50	Assessment across the language modes: Speaking and listening	
		Reading and writing	10
		Viewing and representing	30

Assessment: HSC Extension Course 2

External Assessment	Weighting	Internal Assessment	Weighting
Submission of Major work Including a 1000 – 1500-word (maximum) reflection statement		Proposal: Presentation of proposal for Major work Viva	10
	50	Viva Voce: Interview and discussion/exploration of the work in progress	20
		Report: The impact of independent investigation	20

Enterprise Computing

CATEGORY A

UNITS

2

ATAR



Course Description:

The aim of Enterprise Computing is to develop each student's capacity to think creatively, devise solutions and communicate information to a range of audiences using a variety of computing resources apply computing technologies and systems thinking to data analysis solve (or improve) enterprise challenges, such as those relating to social, commercial or industrial issues.

Main topics covered:	
Preliminary Course:	HSC Course:
<ul style="list-style-type: none"> Interactive Media and the User Experience Networking Systems and Social Computing Principles of Cybersecurity 	<ul style="list-style-type: none"> Data Science Data Visualisation Intelligent Systems Enterprise Project

Particular Course Requirements:

There is no prerequisite study for the 2 Unit Preliminary course. Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit HSC course. The percentage values in each course refer to indicative course time.

A minimum of 40% of school assessment must be project work in the HSC course. It is also expected that a significant proportion of time be devoted to integrated practical activities across both the Preliminary and HSC courses.

HSC Exam (Online)

- The examination will be worth 80 marks.
- It will be undertaken by students using a computer.
- The time allowed is 2 hours and 30 minutes including 10 minutes reading time.
- Questions may contain stimulus material.
- Headphones will be required for questions with video and audio stimulus.
- The examination will consist of two types of test item.
 - Objective – Response Items (approx. 20 marks)
 - Short Answer Items (approx. 60 marks)

Please note: Fees apply to this course.

Food Technology

CATEGORY A

UNITS

2

ATAR



Course Description:

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

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

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

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

It is a mandatory requirement that students undertake practical activities.

Assessment: HSC course only:

External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Knowledge and skills in designing, researching, analyzing and evaluating	30
		Skills in experimenting with and preparing food by applying theoretical concepts	30

Please note: Fees apply to this course.

Geography

CATEGORY A

UNITS

2

ATAR



Course Description:

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

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

Main Topics Covered:

Preliminary Course

- Biophysical studies 45% of course time
- Global Challenges 45% of course time
- Senior Geography Project 10% of course time

HSC Course

- Ecosystems at Risk 33% of course time
- Urban Places 33% of course time
- People and Economic Activity 33% of course time

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

Particular Course Requirements:

Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit geographic reports.

Assessment: HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	Fieldwork	10
		Geographical research	20
Multiple-choice Short answers	20	Interpretation and synthesis of	30
Extended responses	40	geographical stimulus	
	40	Geographical writing	40

Industrial Technology – Timber OR Multimedia

CATEGORY A

UNITS

2

ATAR



Course Description:

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

- Timber Products and Furniture Technologies
- Multimedia Technologies

Main Topics Covered:

Preliminary Course

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

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

HSC Course

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

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

Particular Course Requirements:

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content.

Students also undertake the study of an individual business within a focus area industry.

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination	40	<ul style="list-style-type: none"> • Industry Study 	15
Major Project and related management folio	60	<ul style="list-style-type: none"> • Designing, management, communication and production • Ind. related manufacturing tech. 	60 25

Please note: Fees apply to this course.

- This fee covers the cost of materials supplied
- The student is required to supply their own materials for their major HSC project

Investigating Science

CATEGORY A

UNITS

2

ATAR



Course Description:

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

Main Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours) Depth study – 15 hours in-built into the course time

- Module 1 – Cause and Effect - Observing
- Module 2 – Cause and Effect – Inferences and Generalisations
- Module 3 – Scientific Models
- Module 4 – Theories and Laws

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours) Depth Study – 15 hours in-built into the course time

- Module 5 – Scientific investigations
- Module 6 – Technologies
- Module 7 – Fact of Fallacy?
- Module 8 – Science and Society

Particular Course Requirements:

The Year 11 course is made of 120 indicative hours including a 15-hour depth study from one or more of the modules. 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 fieldwork. Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.

A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12. At least one depth study must be included in both Year 11 and Year 12.

Please note: Fees apply to this course.

Assessment:

Internal Assessment	Weighting
Knowledge and understanding First-hand investigations	40
Scientific thinking, problem-solving and communication	30
	30

Japanese Beginners

CATEGORY A

UNITS

2

ATAR



Exclusions: Japanese Continuers; Japanese Background Speakers.

Course Description:

In the Preliminary course, students will develop their knowledge and understanding of Japanese. During this course, students must acquire some knowledge of the Japanese language as a system through the seven themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Japanese through the four skills: listening, speaking, reading and writing. All themes listed in the syllabus must be studied for the HSC. Themes previously studied in the Preliminary course will be studied in greater depth.

Main Topics Covered:

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

Assessment: HSC course only

External Assessment	Weight	Internal Assessment	Weight
Oral Examination	20	Speaking	20
Written examination	30	Objective 1: Interacting Objective 3: Producing Texts	
Section I – Listening Short-answer and objective response questions		Listening	30
Section II – Reading Questions containing short-answer and/or objective response parts	30	Objective 1: Interacting Objective 2: Understanding Texts	
Section III – Writing in Japanese Part A		Reading	30
Two short-answer questions	10	Objective 1: Interacting Objective 2: Understanding Texts	
Part B		Writing	
Candidates answer one extended response question	10	Objective 1: Interacting Objective 3: Producing Texts	20

Legal Studies

CATEGORY A

UNITS

2

ATAR



Course Description:

The Preliminary course develops student's knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems and the specific nature of the Australian constitution, the interrelationship between law, justice and society and the changing nature of law, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Main topics covered:

Preliminary Course

- The legal System 40% of course time
- The Individual and the Law 30% of course time
- The Law in Practice 30% of course time
- Groups or individuals suffering disadvantage
- Individuals or groups in conflict with the state
- Events that highlight legal issues
- Criminal or civil cases that raise issues of interest to the student

HSC Course

- Crime 30% of course time
- Human Rights 20% of course time
- Additional Focus Studies 50% of course time

Two Focus Studies are chosen from: Consumers, Family, Global Environment Protection, Indigenous Peoples, Shelter, Workplace, and World Order.

Key themes incorporated across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

Assessment : HSC course only

External Assessment	Weighting	Internal Assessment
A three hour written examination:		Core and focus studies assessed through tests, Investigation and research, Oral and written communication
Core (Crime and Human Rights)	50	
Focus Studies (Options)	50	
	100	100

Marine Studies

BOARD ENDORSED

UNITS

2

ATAR



Marine Studies provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instil in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.

Marine Studies provides an educational context, linked to the needs of a population based very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

Requirements

Marine Studies is comprised of a 30-hour Core, 23 optional modules and an optional personal interest project. After completing the core, schools can select from the optional modules to develop programs that respond to student needs and interests. Schools may also develop a maximum of 15 hours of School Developed modules, for each 60 hours of study.

Please note: Fees apply to this course.

Core Modules

1. Marine Safety and First Aid (6 hours)
2. The Marine Environment (6 hours)
3. Life in the Sea (6 hours)
4. Humans in Water (6 hours)
5. Marine and Maritime Employment (6 hours)

Assessment:

This is a new course to be offered for Erina High School students in 2024. The nature of the assessments is currently in the planning stages and will be confirmed shortly. The Internal Assessment will consist of 4 formal tasks.

Mathematics Advanced

CATEGORY A

UNITS

2

ATAR



The Mathematics Advanced Year 11 course is a course for all students studying the Mathematics Advanced syllabus. All students studying the Mathematics Advanced course will sit for the HSC examination.

Prerequisites: The course is constructed on the assumption that students have achieved all the outcomes for Mathematics at Stage 5.3 (the Advanced course)

Course Description: Mathematics Advanced is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics and Calculus based applications. The course provides opportunities to develop rigorous mathematical arguments and to use mathematical models.

The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course. The course is a recommended basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences.

Main Topics Covered:

Preliminary Course

Functions

Trigonometric Functions

Calculus

Exponential and Logarithmic Functions

Statistical Analysis

HSC Course

Functions

Trigonometric Functions and Graphs

Applications of Calculus

Financial Mathematics

Application of Statistical Analysis

Assessment

External Assessment

The paper, of three hours duration, is based on the Mathematics Advanced course and consists of ten multiple choice questions and short response questions of 90 marks.

A nominal portion of the examination will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Internal Assessment

The objectives of the course are grouped into two components. Component A – 50% - Concepts, skills & techniques – this is recalling mathematical terminology and concepts, identifying the nature & solving maths problems from practical contexts and applying appropriate techniques to solve routine problems. Component B – 50% - Reasoning and Communication – this is interpreting information from practical contexts, explaining terminology, concepts, techniques for solution, interpreting and using mathematical models, and constructing mathematical arguments to solve familiar and unfamiliar problems.

A number of tasks will be used to determine a student's school- based assessment and any one task may contribute to measuring attainment of both components. School assessment for the Mathematics Advanced course can be based on the whole of the course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than end of Year 11, Term 4).

Mathematics Standard 2

CATEGORY A

UNITS

2

ATAR



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

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

Prerequisites:

The Preliminary Mathematics Standard and HSC Mathematics Standard 2 course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7 – 10 Syllabus (2012) up to, and including, the content and outcomes of Stage 5.1 and Stage 5.2.

Exclusions:

Students may not study any other Stage 6 Preliminary Mathematics Advanced course in conjunction with the Preliminary Mathematics Standard course, or any other Stage 6 HSC Mathematics course in conjunction with the HSC Mathematics Standard 2 course

Course Description:

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. The pathway also provides a strong foundation for students entering and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

Main Topics Covered:

Preliminary Course

Algebra
Formula and Equations
Linear Relationships
Measurement Applications
Time
Financial
Earning and Spending Interest and Percentages
Budgeting
Statistics
Data Probability

External Assessment

The examination will consist of a written examination paper of two and a half hours duration containing two sections with a total value of 100 marks (Section I – 15 marks - objective response questions & Section II – 85 marks of short response questions).

HSC Course

Algebra
Types of Relationships Measurement Right Angled Triangle
Rates and Ratios
Financial Investments and Loans
Annuities
Statistics
Bivariate Data Analysis The Normal Distribution
Network Concepts Critical Path Analysis

Internal Assessment

The course is grouped into two components. Component A – 50% - **Concepts, skills & techniques** – solving routine maths problems using appropriate techniques. Component B – 50% - **Reasoning and Communication** – using mathematical arguments to solve familiar and unfamiliar problems. A range of tasks will be used.

Mathematics Standard 1

CATEGORY B

UNITS

2

ATAR
WITH EXAM

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

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

Prerequisites:

The Preliminary Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7 – 10 Syllabus (2012)* up to, and including, the content and outcomes of Stage 5.1.

Exclusions:

Students may **not** study any other Stage 6 Preliminary Mathematics course in conjunction with the Preliminary Mathematics Standard course, or any other Stage 6 HSC Mathematics course in conjunction with the HSC Mathematics Standard 1 course

Course Description:

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

Main Topics Covered:

Preliminary Course

Algebra
 Formula and Equations
 Linear Relationships
 Measurement Applications
 Time
 Financial
 Earning and Spending
 Interest and Percentages
 Budgeting
 Statistics
 Data Probability

HSC Course

Algebra
 Types of Relationships
 Measurement
 Right-Angled Triangle Rates
 Scale Drawings Financial
 Investment
 Depreciation and Loans Statistics
 Statistical Analysis
 Networks
 Networks and paths

External Assessment

Internal Assessment

Optional

Note: As for other Content Endorsed Courses, the HSC Mathematics Standard 1 course will be subject to internal assessment, and **only** formal examination at the HSC if chosen.



Mathematics Extension 1

In addition to the Mathematics Course

Prerequisites:

The course is constructed on the assumption that students have achieved all the outcomes for Mathematics at Stage 5.3 (the Advanced course) and completed some of the recommended option topics. (Curve Sketching and Polynomials, Functions and Logarithms) at the end of Year 10
 Course Description: Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course.

The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course. All students studying the Mathematics Extension 1 course will sit for an HSC examination. The course is a recommended basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences.

Main Topics Covered:

Preliminary Course

Functions and Polynomials
 Further Trigonometric Functions
 Inverse Trigonometric Functions
 Calculus and Rates of Change
 Combinatorics

HSC Course

Mathematical Induction
 Vectors
 Trigonometric Equations
 Further Application of Calculus
 The Binomial Distribution

External Assessment

The paper, of two hours duration, is based on the Mathematics Extension 1 course and consists of ten multiple choice questions and 4 questions of 15 marks each.

No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Internal Assessment

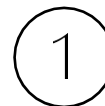
The objectives of the course are grouped into two components. Component A – 50% - Concepts, skills & techniques – this is recalling mathematical terminology and concepts, identifying the nature & solving maths problems from practical contexts and applying appropriate techniques to solve routine problems. Component B – 50% - Reasoning and Communication – this is interpreting information from practical contexts, explaining terminology, concepts, techniques for solution, interpreting and using mathematical models, and constructing mathematical arguments to solve familiar and unfamiliar problems.

A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components. School assessment for the Mathematics Extension 1 course can be based on the whole of the course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).

Mathematics Extension 2

CATEGORY A

UNITS



ATAR



In addition to the Mathematics Extension 1 Course

Prerequisites:

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced Year 12 course and the Mathematics Extension 1 Year 12 course.

Course Description: Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.

Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.

Main Topics Covered:

The course content includes the entire Mathematics course, the entire Mathematics Extension 1 course and, in addition, contains:

- Nature of Proofs and Further Mathematical Induction
- Further work with Vectors
- Introduction and Use of Complex Numbers
- Further Integration
- Volumes
- Applications of Calculus to Mechanics

External Assessment

The paper is based on the Mathematics Extension 2 course and is of three hours duration.

Board-approved calculators may be used.

Internal Assessment

The objectives of the course are grouped into two components. Component A – 50% - **Concepts, skills & techniques** – this is recalling mathematical terminology and concepts, identifying the nature & solving maths problems from practical contexts and applying appropriate techniques to solve routine problems. Component B – 50% - **Reasoning and Communication** – this is interpreting information from practical contexts, explaining terminology, concepts, techniques for solution, interpreting and using mathematical models, and constructing mathematical arguments to solve familiar and unfamiliar problems. A number of tasks will be used to determine a student's school-based assessment.

Modern History

CATEGORY A

UNITS

2

ATAR



Course Description:

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

Course Structure:

Preliminary Course

	Modern History	Indicative hours
Year 11 course (120 hours)	Investigating Modern History The Nature of Modern History Case Studies Each case study should be a minimum of 10 indicative hours.	60
	Historical Investigation	20
	The Shaping of the Modern World	40

HSC Course

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

Assessment: HSC course only

External Assessment	Weight	Internal Assessment	Weight
A three hour written exam	100	Range of tasks	100

Music 1

CATEGORY A

UNITS

2

ATAR



Exclusions: Music 2

Course Description:

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

Main Topics Covered:

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

Particular course requirements: HSC course

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

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	10	Core Performance Core	10
A 45 minute – one-hour aural exam	30	Composition Core Musicology	10
		Core Aural	10
Electives:			25
Three electives from any combination of:			
Performance (one piece)			
Composition (one submitted composition)			
Musicology (one <i>viva voce</i>)			
• Elective 1	20	• Elective 1	15
• Elective 2	20	• Elective 2	15
• Elective 3	20	• Elective 3	15

Please note: Fees apply to this course.

PDHPE

CATEGORY A

UNITS

2

ATAR

**Course Description:**

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

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

Main Topics Covered:

Preliminary Course Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Components (40%) - 20% of course time each option

Students (with class negotiation) select two options each from:

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

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%) - 20% of course time each option

Students (with class negotiation) select two options each from:

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

Additional Opportunity: All students in the Preliminary year are given the opportunity to complete the official Provide First Aid Course with Surf Lifesaving NSW at a significant discount.

Possible Career paths that PDHPE would assist in: Doctor, Nurse, Physio, Masseuse, Ambulance Officer, Chiropractor, Sports Trainer, Personal Trainer, Health Promotion Officer and many more.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	Core Options	60 40

Physics

CATEGORY A

UNITS

2

ATAR



Course Description:

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.

Main Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours) Depth study – 15 hours in-built into the course time.

- Module 1 – Kinematics
- Module 2 – Dynamics
- Module 3 – Waves and Thermodynamics
- Module 4 – Electricity and Magnetism

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours) Depth Study – 15 hours in-built into the course time.

- Module 5 – Advanced Mechanics
- Module 6 – Electromagnetism
- Module 7 – The Nature of Light
- Module 8 – From the Universe to the Atom

Particular Course Requirements:

The Year 11 course is made of 120 indicative hours including a 15-hour depth study from one or more of the modules. 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 fieldwork. Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.

- A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.
- At least one depth study must be included in both Year 11 and Year 12.

Please note: Fees apply to this course.

Assessment:

Internal Assessment	Weighting
Knowledge and understanding First-hand investigations	40
Scientific thinking, problem-solving and communication	30
	30

Society and Culture

CATEGORY A

UNITS

2

ATAR



Course Description:

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of study of interest and relevance to students.

Main topics Covered:

Preliminary Course

- The Social and Cultural World 20% - the interactions between persons and groups within societies
- Personal and Social Identity 40% – socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication 40% – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC Course

- Social and Cultural Continuity and Change 30% - the nature of social continuity and change as well as application of research methods and social theory to a particular country
- The Personal Interest Project 30% - an individual research project

Depth Studies: 40% Two to be chosen from:

- Popular Culture – the interaction between popular culture (music, sport, film etc) and the individual
- Belief Systems and Ideologies – the relationship between belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusions as well as implications for individuals and groups in society
- Social Conformity and Non-Conformity – the nature of social conformity and non-conformity and its influences on the formation of people's attitudes and behaviours

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination	60	Oral	20
Personal Interest Project	40	Application of methodological skills	20
		Secondary research	20
		Tests/exams	40

Sport, Lifestyle and Recreation

BOARD ENDORSED

UNITS

2

ATAR



Course Description

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

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

Main Topics Covered

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

Year 11:

- Aquatics
- Fitness
- Games and Sports Applications
- Coaching and Skill Acquisition

Year 12:

- Resistance Training
- Games and Sports Applications
- First Aid and Sports Injuries
- Healthy Lifestyle

Assessment:

School Based only. There is no external HSC exam for this subject.

Preliminary Course

Knowledge & Understanding	50%
Practical Investigation	50%

HSC Course

Knowledge and Understanding	50%
Practical Investigation	50%

Textile and Design

CATEGORY A

UNITS

2

ATAR



Course Description:

This course provides students with the opportunity to learn about design including fabric colouration, historical design, cultural design factors and contemporary designers. Students learn about fibres, yarns, fabrics, innovations and emerging textile technologies, environmental sustainability, current issues and the Australian Textile Industry. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of textile projects. Throughout Year 12 students develop a Major Textiles Project including supporting documentation.

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the HSC course, the Major Textile Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours	50	Textile, Clothing, Footwear and Allied Industries	10
Major Textile Project	50	Properties and Performance	20
		Design	20
		Skills in design, manipulation, experimentation, analysis, manufacture and selection of Textiles for specific end purposes	50

Visual Arts

CATEGORY A

UNITS

2

ATAR



Course Description:

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about the practice, and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

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

To attempt this course, it would be an advantage and recommended by staff to have studied Visual Arts or Visual Design at the Stage 5 ROSA level.

Main Topics Covered:

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements:

Preliminary Course

- Artworks in at least 2 forms and use of a process diary
- A broad investigation of ideas in art criticism and art history

HSC Course

- Development of a body of work and use of a process diary
- A minimum of 5 Case Studies (4–10 hours each)
- Deeper and more complex investigations of ideas in art criticism and art history.

Please note: Fees apply to this course. At present Yr11 are \$30.00 and Yr12 are \$35.00 plus the cost to supply materials for their compulsory body of work.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1 ½ hour written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50

Work Studies

BOARD ENDORSED

UNITS

2

ATAR



Course Description:

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus 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. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

Main Topics Covered - Course Themes

CAREER PLANNING focusing on:

- Different work environments, skills for employment, employment options, career management, life planning, and further education and training.
- Self-management.
- Influences on people's working lives.
- Personal and social influences.
-

PERFORMING WORK TASKS focusing on:

- Education, training and skills for different types of work.
- Self-management.
- Communicating and using technology.
- Planning, organising and problem solving. Personal and social influences.

WORKING WITH OTHERS focusing on:

- Different types of work.
- Teamwork.
- Influences on people's working lives. Cross-cultural understanding and skills.

MANAGING CHANGE focusing on:

- Self-management.
- Teamwork.
- Planning, organising and problem-solving.

Assessment Preliminary Course

Knowledge & Understanding	50%
Practical Workplacement	50%

HSC Course

Knowledge and Understanding	50%
Practical Workplacement	50%

Assessment is school based only. There is no external HSC exam for this subject.



ERINA HIGH SCHOOL

VET COURSES

CATEGORY 'B' & BOARD ENDORSED

School Based Vocational (VET) Courses

What does VET mean?

VET means Vocational Education and Training. VET courses are Higher School Certificate (HSC) courses for students which allow the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

What is the difference between VET courses and other HSC courses?

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Learning and assessment focuses on skills and is competency based.
- In some VET courses work placement is compulsory.

What is recorded on the HSC?

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the NSW Board of Studies.

What are competencies?

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), VET Board Developed Courses (VET BEC) as well as Accounting (Board Developed Course) are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards an ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Hunter/Central Coast Region (RTO 90222) is currently delivering Vocational Education and Training in 50 schools in the Region.

What are Australian Qualification Framework (AQF) qualifications?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

Choosing a VET Course

VET Courses are Classed as Category B

- If you are seeking an ATAR, you must sit the HSC exam.

The following VET courses contribute towards your HSC:

- Business Services
- Construction
- Hospitality (Kitchen Operations)
- Retail Services
- Skills for Work & Vocational Pathway

Business Services

CATEGORY B

UNITS



ATAR
WITH EXAM



Course: Business Services Board Developed Course (240 hour) 26111	2024 BUSINESS SERVICES COURSE DESCRIPTOR BSB30120 Certificate III in Business Public Schools NSW Macquarie Park RTO 90222
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This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

By enrolling in a VET qualification with Public Schools NSW Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business (Release 1) <https://training.gov.au/training/details/bsb30120> .

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students must complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.

Business Services Training Package (BSB 8.0) Units of Competency

Core		Electives	
BSBCRT311	Apply critical thinking skills in a team environment	BSBTEC202	Use digital technologies to communicate in the work environment
BSBPEF201	Support personal wellbeing in the workplace	BSBTEC303	Create electronic presentation
BSBSUS211	Participate in sustainable work practices	BSBOPS201	Work effectively in business environments
BSBTWK301	Use inclusive work practices	BSBINS302	Organise workplace information
BSBWHS311	Assist with maintaining workplace safety	BSBTEC301	Design and produce business documents
BSBXC301	Engage in workplace communication	BSBTEC201	Use business software applications
		BSBPEF301	Organise personal work priorities

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 business services industry involves customer (client) service ▪ using technology to organise information | <ul style="list-style-type: none"> ▪ creativity ▪ critical thinking ▪ problem solving |
|--|--|

Examples of occupations in the business services industry:

medical administration	office administration	information desk operator
clerical worker	receptionist	records and information administration

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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>

Construction

CATEGORY B

UNITS

2

ATAR
WITH EXAM



Course: Construction Board Developed Course (240 hour) 26211	2024 CONSTRUCTION COURSE DESCRIPTOR CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction Public Schools NSW, Macquarie Park RTO 90222		
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time			
By enrolling in a VET qualification with Public Schools NSW, Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) https://training.gov.au/Training/Details/CPC20220 and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) https://training.gov.au/Training/Details/CPC20120 as outlined in the TAS. You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
Recommended Entry Requirements Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.			
Construction, Plumbing and Services Training Package Units of Competency			
Core Units <u>CPCWHS2001</u> Apply WHS requirements, policies and procedures in the Construction Industry <u>CPCCOM1012</u> Work effectively and sustainably in the Construction Industry <u>CPCCOM1013</u> Plan and organise work <u>CPCCVE1011</u> Undertake a basic construction project <u>CPCCOM1015</u> Carry out measurement and calculations		Elective Units <u>CPCCCM1011</u> Undertake basic estimation and costing <u>CPCCOM2001</u> Read and interpret plans and specifications <u>CPCCCA2002</u> Use carpentry tools and equipment <u>CPCCCA2011</u> Handle carpentry materials <u>CPCCCM2006</u> Apply basic levelling procedures <u>CPCCCM2005</u> Use construction tools and equipment <u>CPCCWHS1001</u> Prepare to work safely in the construction industry	
Option	CPCCJN2001 Assemble components	+	CPCCJN3004 Manufacture and assemble joinery components
White Card - CPCCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. No online course is recognised by the Dept of Education. Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow students access to construction sites across Australia for work purposes.			
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			
This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.		This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.	
Examples of occupations in the construction industry: This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites:			
Carpentry	Joinery	Builder's labourer	Bricklaying
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.			
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.			
Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
COURSE COST:	Preliminary - \$80	HSC - \$50	White Card - \$100
White Card will be delivered by Coastal OHS Services			Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course			

Retail

CATEGORY B

UNITS



ATAR
WITH EXAM



Course: Retail Services Board Developed Course (240 hour) 26911	2024 RETAIL SERVICES COURSE DESCRIPTOR SIR30216 Certificate III in Retail Public Schools NSW Macquarie Park RTO 90222	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time		
By enrolling in a VET qualification with Public Schools NSW Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail (Release 4) https://training.gov.au/training/details/sir30216 . You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.		
Recommended Entry Requirements Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a retail environment. They should be able to use a personal digital device including a personal computer or laptop.		
Retail Services Training Package (SIR 7.0) Units of Competency		
Core SIRXCEG001 Engage the customer SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCOM002 Work effectively in a team SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty	Electives SIRXMER001 Produce visual merchandise displays SIRXPDK001 Advise on products and services SIRRINV001 Receive and handle retail stock SIRRINV002 Control stock SIRXIND002 Organise and maintain the store environment SIRXSLS002 Follow point-of-sale procedures	
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 retail services industry involves <ul style="list-style-type: none"> ▪ engaging the customer ▪ maintaining daily store operations 	<ul style="list-style-type: none"> ▪ delivering on organisational expectations ▪ having a sound knowledge of product and service offerings. 	
Examples of occupations in the retail services industry:		
frontline sales assistant customer service representative	shop assistant retail supervisor	quick service restaurant assistant
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.		
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.		
Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.		
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		

Skills for Work

BOARD ENDORSED

UNITS

2

ATAR



Course: Skills for Work and Vocational Pathways Board Endorsed Course 120 hour 65248	2024 SKILLS FOR WORK AND VOCATIONAL PATHWAYS COURSE DESCRIPTOR Statement of Attainment towards FSK20119 Certificate II in Skills for Work and Vocational Pathways Public Schools NSW, Macquarie Park RTO 90222	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time		
2 x Preliminary OR HSC units in total: There is not an Australian Tertiary Admission Rank (ATAR) option for this course		
By enrolling in a VET qualification with Public Schools NSW Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of Statement of Attainment towards FSK20119 Certificate II in Skills for Work and Vocational Pathways (Release 2.0). training.gov.au - FSK20119 - Certificate II in Skills for Work and Vocational Pathways You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.		
Recommended Entry Requirements Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification. They should be able to use a personal digital device including a personal computer or laptop.		
Foundation Skills Training Package (FSK 2.0) Units of Competency		
1 x Core FSKLRG011 Use routine strategies for work-related learning 10 x Electives FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKRDG009 Read and respond to routine standard operating procedures FSKDIG003 Use digital technology for non-routine for non-routine workplace tasks_ FSKLRG010 Use routine strategies for career planning FSKOCM004 Use oral communication skills to participate in workplace meetings	10 x Electives (cont) FSKOCM007 Interact effectively with others at work BSBWHS211 Contribute to health and safety of self and others BSBOPS203 Deliver a service to customers FNSFLT211 Develop and use personal budgets FNSFLT212 Develop and use a savings plan	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
A pathway to employment or further vocational training Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework	Entry level digital literacy and employability skills A vocational training and employment plan	
Mandatory HSC Course Requirements Students must complete 120 indicative hours of course work. Students who do not meet these requirements will be 'N' determined as required by NESA. External Assessment (optional HSC examination for ATAR purposes) No. There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.		
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.		
A school-based traineeship is not 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		

PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING

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

Public Schools NSW RTOs are accredited 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 (skills) and what they know (knowledge) to 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 expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

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

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

