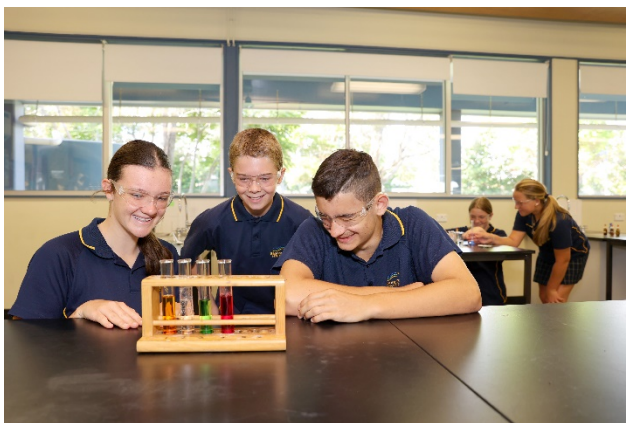


Tweed 


Banora Point
HIGH SCHOOL



STAGE 6
COURSE SELECTION GUIDE
2022 – 2023

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INTRODUCTION

Dear Student,

Congratulations on your commitment to continuing your studies towards your Higher School Certificate.

This commitment is an important one and requires a great deal of thought, preparation and research. Please read this booklet carefully before making your final course selections.

Where a decision has been made to return to school, course choice becomes extremely important. Your choice of courses will significantly determine your options after you leave school.

This handbook contains descriptions of all of the courses that are available for selection by students who enrol in 2023 Year 11 at Banora Point High School. Students and parents/caregivers must read this information carefully as it forms the basis for making choices about subjects and courses for 2023/2024.

This handbook has been produced to inform you of the organisation of the Tweed 5 Program and the Higher School Certificate. It gives you information on the courses available and where they could lead you. The detail provided for each course ensures that you understand the commitment required to complete each course successfully.

GENERAL INFORMATION FOR STUDENTS

Study in senior school requires a significant step-up in responsibility.

Successful senior school study requires:

- The ability to set sound goals for the future;
- Commitment to completing set tasks in given time frames, additional reading and research;
- Motivation to study;
- A commitment to abide by the school policies including those regarding the wearing of the school uniform, school rules and attendance.

Please note
it is recommended that students spend 18 hours per week
on homework and study for Year 11 and
up to 24 hours per week for Year 12 courses

Remember,
all courses in the senior school require considerable effort and commitment. There
are no easy courses. The courses in this handbook have been selected to support
the ambitions of a wide variety of students.

SELECTING COURSES

A HSC education is not intended to be entirely vocational in orientation. A broad education is an asset to any person and students should feel encouraged to participate in courses they find enjoyable and stimulating.

A number of questions need to be considered by students when choosing courses:

- What are my likes and dislikes?
- Where do my abilities lie?
- What will motivate me?
- What are my realistic career options?
- Do I envisage pursuing tertiary study and if so which path should I use to pursue it?

Students should think carefully about their course choices. The senior years should be academically challenging and enjoyable. Success will be based on individual performance, not simply on course choice. Students should NOT choose courses based on the assumption that some grant a mark advantage by virtue of the examination scaling process. This assumption is wrong. The scaling process is based on the student's performance and the quality of the candidature state wide. For students who do not achieve well in a course, scaling will not assist them. Individual students need to achieve at a high level to score a high HSC mark. Students should not select courses below or above their ability level in order to try and maximise marks, nor should they choose courses just because their friends do or because they like the teacher.

Discuss with and seek advice from a wide range of people including your parents/caregivers, head teachers, subject teachers, year advisor and career adviser before making your final course selections.

Additionally, students need to be absolutely sure which HSC courses, if any, are required for entry to the careers or further education pathways they are considering. This information is available from the careers adviser.

Students should choose courses based on interest, ability and need for entry to further education or career.

Links to other useful information sources:

<http://www.schoolatoz.nsw.edu.au/homework-and-study/planning-for-the-future/year-10-subject-selection>

<http://www.schoolatoz.nsw.edu.au/homework-and-study/planning-for-the-future/vocational-education-at-school>

T5 SHARED CURRICULUM PROGRAM

The Tweed 5 Program (T5) is an initiative from the government secondary schools in the Tweed Valley which began in 2012.

The program will see Banora Point High School, Kingscliff High School, Murwillumbah High School, Tweed River High School and Wollumbin High School working as one with our community to ensure positive and productive learning and exciting futures for our young people.

The five Tweed Valley government high schools are again combining their senior school course offerings to provide the broadest possible range of courses, taught by teachers who are highly qualified and committed to supporting and inspiring students to achieve their best in their school studies. The program is also strongly committed to improving the performance of our students at the HSC.

Courses will be offered to students in one of two modes; normal mode or shared mode. The provision of shared mode courses will greatly increase the number of courses available to students in our schools.

Normal mode courses will be taught in a school by a teacher from that school and delivered to students from that school. This is the same way most classes where taught in Years 7-10. The significant majority of courses in all schools will be offered in this mode.

Shared mode courses will be taught by a teacher to students from a number of schools. Shared mode courses may be delivered by a variety of methods including web based communication and collaboration strategies such as *Moodle* or having students from a number of schools travelling to a course (much like current TAFE VET course delivery.) The specific arrangements of the delivery of any shared mode class will be discussed with all affected students prior to the student's final selection of that course.

For additional information about T5 shared mode delivery, see the T5 co-ordinator – Mr C. Randle

It is important to note that the T5 program may still not be able to provide for students selections in every instance. Student numbers and ensuring the quality of delivery will determine which courses will finally run in both normal and shared modes.

PLEASE NOTE

The course information contained in the rest of this booklet has been supplied by the NESAs. The material included in the booklet has been reproduced for the information of students and parents. All details were correct at the time of printing. However, the Higher School Certificate regularly undergoes change. Students and parents should check with Head Teachers or on the NESAs website in regard to all aspects of the courses they are considering undertaking next year.

PATHWAYS TO THE HSC

There are a number of methods of gaining a HSC. To gain a HSC a student can:

- (a) **Complete two years of senior schooling** – satisfactorily complete courses at the Year 11 level followed by the Year 12 level.
- (b) **Accumulate the HSC over a period of up to five years.** The five year period commences in the first year the student attempts a HSC course examination. By the end of the period of accumulation, students must have met all Year 11 and Year 12 patterns of study requirements. This would suit students interested in part-time study.
- (c) **Vocational Education & Training courses** where the skills (competencies) achieved are recognised by both the NESA (for the HSC) and Australian Qualifications Framework (AQF). The AQF accreditation is nationally recognised by industry, employers and other training providers. These courses provide an invaluable start to a career where skills attained contribute directly to the requirements of the particular industry.
- (d) **School Tailored Programs.** Some schools offer a tailored program of study with a strong focus on vocational outcomes including the achievement of Certificate II qualifications and the development of employability skills. Contact your school's careers adviser to see if your school offers such a pathway.
- (e) **Repeating courses.** Students may repeat one or more HSC courses, but this must be done within the five year accumulation period. In the calculation of the ATAR, the most recent mark in the course will be used. It is not based on the best mark scored during the times the course was repeated.
- (f) **Recognition of Prior Learning.** Students may be granted credit transfer, that is, be able to count studies in educational institutions such as TAFE towards your HSC. Students may also be granted advanced standing; that is, be exempted from some components of the HSC courses if they can demonstrate achievement of syllabus outcomes in another way.
- (g) **School-based apprenticeships and traineeships.** School-based traineeships are contracts of part-time employment, which includes formal training. The formal training will be counted as units of study toward your HSC. Students will still be at school while working part-time. Participants will complete an average of 8-12 hours per week of on-the-job training. A training wage is paid while at work. There will be an opportunity to complete additional hours during the school holidays.

Students must be committed to maintaining a sound level of achievement in all HSC subjects. Working part-time whilst studying presents some students a time management challenge.

School-based traineeships are explained in more detail later in this handbook.

RECORD of SCHOOL ACHIEVEMENT (RoSA)

This new credential has been introduced and will be issued by the NESA to provide recognition for those students who complete Stage 5 (year 10), and who leave school prior to completing a HSC. This cumulative credential summarises academic results and course participation up to the point that the student leaves school. An up to date **transcript** or **Student e-Record** can be generated from the NESA website at any point in time. It will include a grade for those courses satisfactorily completed and list those courses the student is currently participating in. In addition, students may also sit for separate Literacy and Numeracy Tests which will be helpful when seeking employment. **The RoSA credential is only available at the time a student exits from the school system.** Students completing the HSC will receive the complete academic transcript in their HSC documentation.

REQUIREMENTS FOR THE AWARD OF THE “HSC”

To be awarded the HSC a student must:

- Satisfactorily complete courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- Sit for, and make a serious attempt at, the Higher School Certificate examinations.
- **Study a minimum of 12 units for the Year 11 Higher School Certificate and a minimum of 10 units for the Year 12.** The pattern of study for the Preliminary HSC and the HSC must include the following:
 - **An English course** (min 2U value); either English Standard, English Advanced or English Studies
 - **At least two other Board Developed Courses** of 2 unit value or greater
 - **At least four subject areas**

At most, 7 units of courses in Science can contribute to Higher School Certificate eligibility.

- The NESA publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements for the HSC. See your year adviser for a copy
- For students seeking an **Australian Tertiary Admission Rank (ATAR)**, the pattern of study must include a **minimum of 10 Board Developed units in the Year 12**, including at least **2 units of an English Board Developed course**. The booklet, *University Entry Requirements 2020 Year 10 Booklet* contains important information about entry to university courses (mainly NSW Universities), course prerequisites and other information to assist in making appropriate selections of HSC courses for study in Year 11 and 12 in preparation for university entry. Copies are available in the Careers Office or they can be purchased from UAC. See your Year Advisor for more details.
- For those **not wishing to receive an ATAR**, once the **six units of Board Developed Courses** are selected, the **rest of the courses may be made up from Board Endorsed Courses**.

WHAT ARE “UNITS”?

The following is a guideline to help explain the pattern of courses. All courses offered for the Higher School Certificate have a unit value. Most courses are 2 units courses however, some have a value of 1 unit or 3 units.

Each unit involves class time of approximately 2 hours each week or 60 hours each year. In the HSC each unit has a value of 50 marks. Hence, a 2 unit course has a value of 100 marks.

The majority of courses are offered as 2 unit courses. However, Extension 1 courses are available in a number of courses. Extension 1 courses require students to work beyond the standard of the content of the 2 unit course.

2 units = 4 hours each week / 120 hours each year = 100 marks

Extension Courses

Extension 1 courses carry a value of 1 unit and a mark value of 50.

Extension 1 courses are available at the Year 11 stage in English and Mathematics only.

Extension 2 courses are available in English and Mathematics as well as Extension 1 courses in History, Music and some Languages

Some NESA VET courses have extension courses called “specialisation studies” at a value of 1, 2, 3 and 4 units. Satisfactory completion of the Preliminary Extension 1 course is required before enrolment in any Extension 2 HSC course. Extension 2 courses require students to work beyond the standard of the content of the Extension 1 course. Extension 2 courses must be taken concurrently with the corresponding Extension 1 course. Extension

2 courses have a mark value of 50 marks.

TYPES OF COURSES

There are four different types of courses offered in Years 11 and 12.

Board Developed Courses

These courses are developed by the Board of Studies (BOS). There is a syllabus for each course, which contains:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow the same course syllabus.

Board Developed Courses are examined externally at the end of the HSC course and **can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).**

Category A and Category B Courses:

Board Developed Courses are categorised as either Category A or Category B for the purposes of calculating the **ATAR**. In most cases other than VET board Developed Courses are Category A.

NOTE: For students seeking an ATAR only ONE Category B - Board Developed course can contribute towards the ATAR score.

Those students who take **English Studies** in the 2020 HSC and want to receive an ATAR will need to remember that 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 want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

Board Endorsed Courses

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

- **Content Endorsed Courses (CEC)** have a syllabus endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses. Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
- **Schools Design Courses** are special courses designed by individual schools to meet student needs. The Board of Studies must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Note: Some Board Endorsed Courses are one-year courses.

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

Vocational Education & Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. **VET courses are either Board Developed or Board Endorsed courses.** They enable students to study courses which are industry specific and have clear links to post-school destinations. **These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the**

Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a workplace component specifying a minimum number of hours that students must spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Schools will deliver some of these courses, while TAFE or other providers will deliver others.

All VET courses count towards the Higher School Certificate and appear on your Record of Achievement. However, **only Board Developed VET courses contribute to the calculation of an ATAR.** These are classed as Category B - Board Developed Courses and as such only ONE can count towards the ATAR score.

For more information on VET courses refer to the VOCATIONAL EDUCATION AND TRAINING (VET) COURSES section of this booklet.

Some common characteristics apply to these courses:

- Learning occurs both in structured workplace training (on the job) and the classroom.
- Successful completion of a full 240 hour VET course within a Board Developed VET Framework provides students with an opportunity to achieve an AQF qualification at Certificate II or III level. Students successfully completing less than the full requirements for a qualification level i.e. 120 hour course or exiting a course early will receive a Statement of Attainment outlining the competencies achieved.

Study of VET Board Developed Courses involves spending a mandatory minimum number of hours (often 35hrs/year) in a structured work placement in an actual workplace setting where learning certain prescribed skills and knowledge occurs. **Work placement is an HSC requirement. Failure to complete a structured work placement will jeopardise the course result and may jeopardise the HSC.**

All VET Frameworks are Category B courses and may contribute up to 2 units towards an ATAR. Students have the option to sit for a HSC examination in all the courses listed above to have them **count towards an ATAR.**

Some of these courses can be studied in schools while others can be studied at TAFE Institutes or with other training providers. It could be a combination of learning experiences.

-School Delivered VET Courses

BPHS will be offering students the opportunity to study the following VET Board Developed Industry Framework courses in our schools:

- Sports Coaching
- Hospitality
- Retail Services
- Entertainment
- Kitchen Operations

TAFE Delivered VET Courses – TVET

Alternatively, the North Coast Institute of TAFE will offer TVET courses specifically designed to meet local needs. It is important to note that TAFE may not be able to provide student selections in every instance. Refer to the *VET Courses TAFE Delivered* section of this booklet for a list of available courses.

The North Coast Institute of TAFE campuses at Kingscliff and Murwillumbah also offer a wide variety of VET Board Endorsed Courses which count towards your HSC. **These courses will NOT count towards an ATAR.** Refer to the *VET Courses TAFE Delivered* section of this booklet for a list of available courses.

Students need to carefully consider their own circumstances before selecting these courses as students are responsible for getting themselves to the venues on time each week. The majority of courses conclude after school hours and students make their own way home. Due to extended class time, attendance is critical to the successful completion of course requirements.

See your careers adviser or the TVET Guide for a full list of VET courses available.

Students will apply for TAFE courses in Term 3 2022.

Life Skills Courses (as part of a special program of study)

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process, which will occur for both the Preliminary and HSC years.

Stage 6 (Years 11 & 12) Life Skills Courses will be available for students following a Special Program of Study for the Higher School Certificate.

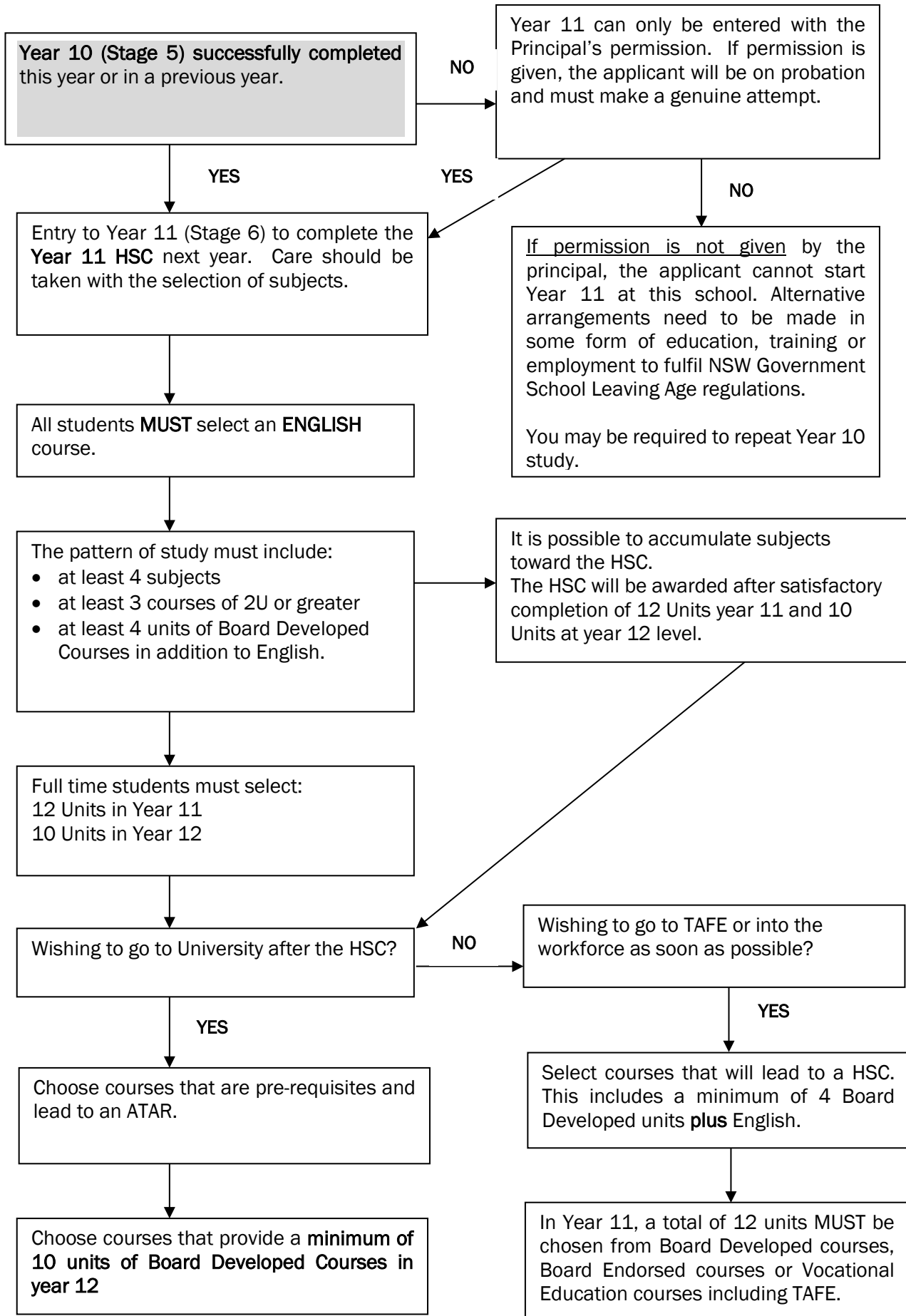
Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

The Board expects that most students meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over a total of 240 indicative hours. That is, 120 indicative hours of study will occur in each level of the course.

There is **no external examination for any Life Skills courses** but all Life Skills courses count towards the Higher School Certificate and appear on your Record of Achievement. **Life Skills courses do not count in the calculation of an ATAR.**

For more information on Life Skills courses see the Learning & Support team.

PATHWAYS FLOW CHART - FROM YEAR 10 to a HSC



ASSESSMENT & REPORTING

The HSC reports will provide students with detailed descriptions of the knowledge, skills and understanding needed to be attained in each course.

Teachers are provided with a syllabus package for each course. The packages include the NESA syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale are used to describe each student's level of achievement and give a clear idea of the standards expected.

The HSC reports will provide a description of student achievement.

School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on student performance in assessment tasks undertaken during the course. The remaining 50% of the HSC mark will come from the HSC examination.

The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student only achieves the minimum standard expected in a course they will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 –100 will correspond to the highest level of achievement.

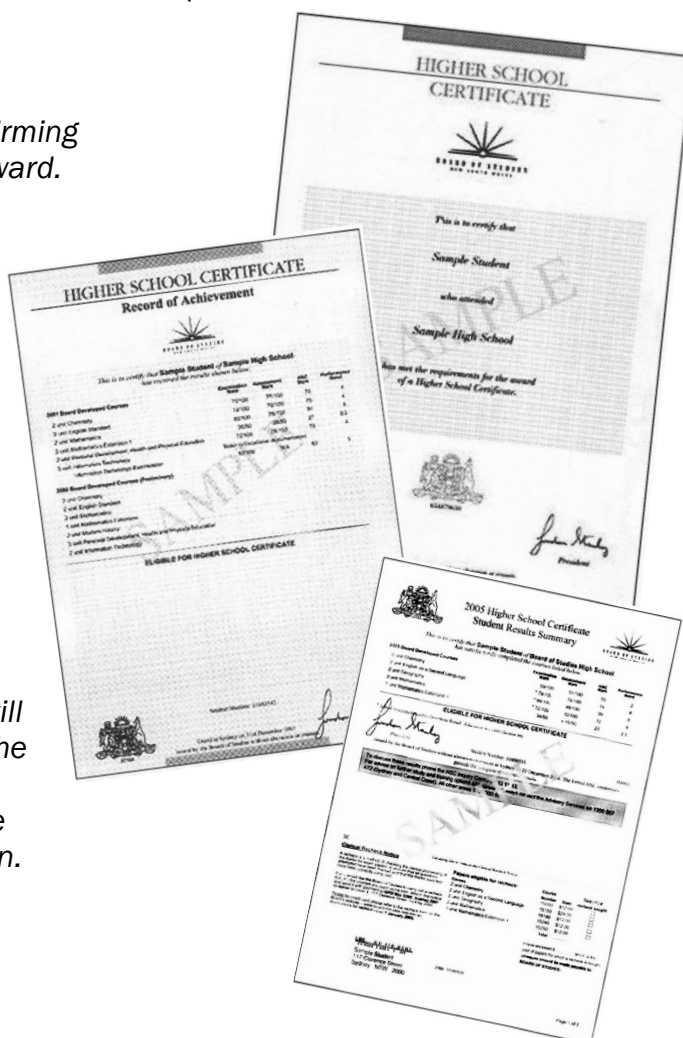
On satisfactory completion of the HSC students will receive a portfolio containing:

The HSC Testamur. *The official certificate confirming your achievement of all requirements for the award.*

The Record of Achievement. *This document the courses you have studied and reports the marks and bands you have achieved.*

Course Reports.

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band description for that course. A graph showing the state-wide distribution of marks in the course is also shown.



AUSTRALIAN TERTIARY ADMISSIONS RANK - ATAR

The AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) is calculated by the universities.

It is likely students will need an ATAR if they are considering applying for a university, Qld TAFE Diploma courses, ADFA or the Police Force after leaving school.

Eligibility for an ATAR.

To be eligible for an ATAR a student must satisfactorily complete at least ten Board Developed units, including at least two units of English. Please note that students studying **English Studies** may elect to undertake an **optional HSC examination** which will contribute to the student's ATAR. **Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.**

At least eight units must be **Category A** courses.

Courses completed must include at least three Board Developed courses of two units or greater and at least four subjects: see (a) below.

Calculation of the ATAR.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- your best two units of English; and
- your best eight units from the remaining units.

Note: No more than two units of Category B courses will be included.

Those students who take **English Studies** and/ or **Mathematics Standard 1** in the 2024 HSC and want to receive an ATAR will need to remember that 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** and/ or **Mathematics Standard 1** students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

Important Notes.

(a) **Subject** is the general name given to an area of study. A **Course** is a branch of study within a subject. A subject may have different courses, for example, with the subject English, the courses will include English Standard, English Studies, English Advanced and English Extension.

(b) **Courses are categorised as either Category A or Category B.** Only one Category B course can be included in the calculation of an ATAR.

(c) **Board Endorsed Courses either at school or TAFE are not considered in the calculation of an ATAR.**

(d) Students may accumulate courses over a period of no more than five years.

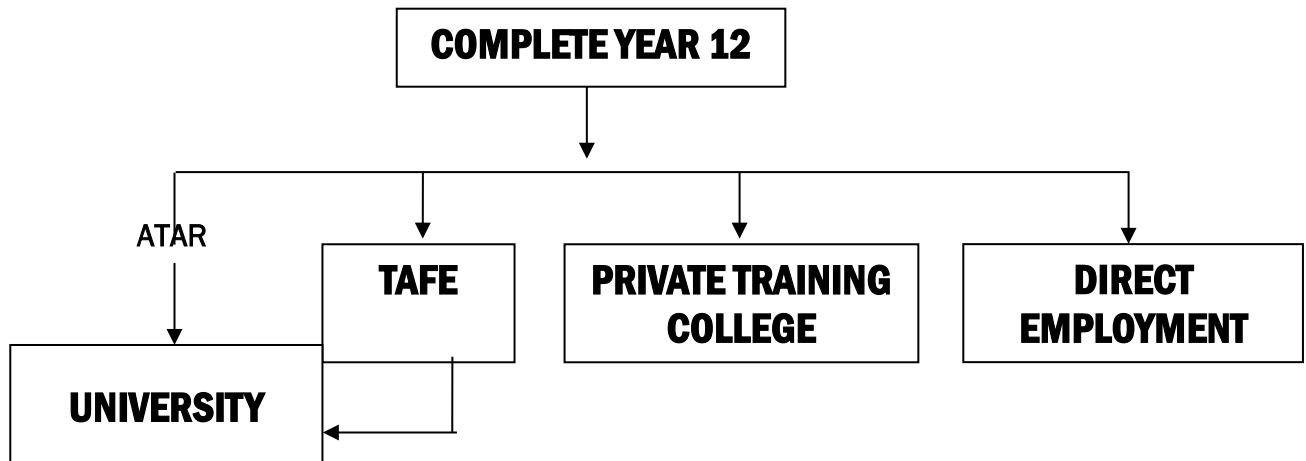
(e) If a student repeats a course only the last satisfactory attempt is used in the calculation of the ATAR.

CAREER PLANNING

HSC COURSE SELECTION – Relevance to Career Planning

Students need to choose combinations of courses, which will best prepare them for entry to their preferred pathways after Year 12.

The main pathways after Year 12 are shown in the diagram below.



A student's future pathway depends largely on his/her interests, abilities and career aspirations. This should be reflected in his/her choice of subjects.

Going to a University

Students who intend to pursue this option need to be fully aware of university course entrance requirements. The following information needs to be researched:

- the broad range of courses offered at university.
- what the Australian Tertiary Admission Rank (ATAR) is and how it is calculated.
- specific information regarding pre-requisites, assumed knowledge and recommended studies for courses.
- additional selection criteria for certain courses e.g. audition, portfolio, supporting statements, questionnaires, tests and interviews.

Sources of information on university requirements:

1. <http://www.jobjump.com.au>
2. The Australian Tertiary Admissions Rank 2020 Booklet for Year 10 Students.
3. NSW UAC Guide and QLD QTAC Guide.
4. Job Guide www.jobguide.deewr.gov.au
5. Resources in careers office
6. University web sites

www.qtac.edu.au → schools and institutions → Years 10 and 11 → Tertiary prerequisites → for Year 10 students → 2022

www.uac.edu.au → undergraduate → publications → undergraduate publications → university entry requirements 2022 → Year 10 Booklets (for 2022 Year 10 students).

SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS (SbATs)

School Based Apprenticeships/Traineeships aim to make Years 11 & 12 work for you by combining employment, qualifications and the HSC. Satisfactory completion of the traineeship provides a minimum of 4 units towards the HSC. The 4 units generally come from 2 units of the appropriate TVET course and 2 units from workplace training and experience.

School Based Traineeships suit any student who is keen to get a head start in an apprenticeship in their preferred industry area. At the end of Year 12 students will not only receive their Higher School Certificate but will have valuable experiences and a qualification.

All successfully completed School Based Traineeships in NSW gain a *Certificate of Proficiency* and *nationally recognised qualification*. The qualification will be recognised by industry under the Australian Qualifications Framework (AQF). **Completing Certificate II means students will have completed a minimum of 240 hrs of formal training in the work place or simulated work place.**

Getting Started

Gaining a School Based Apprenticeship/Traineeship follows the same process as securing a part-time job:

- Students and their families need to approach their potential employers with their resume.
- If an employer is interested in employing the young person in a SbAT, the employers contact details should be presented to the careers adviser who will liaise with the DET School Based Apprentice / Traineeship Coordinator and the prospective employer.

School Based Apprenticeship/Traineeships are also available to currently employed school students, who have been employed for less than 12 months on a casual basis.

Students can register their interest for an SBA or SBT at www.startmytrade.com.au and follow the directions listed.

Commitments

- Students must commit to completing a part-time apprenticeship during Years 11 and 12 then full time after completion of the HSC for the remaining term of the apprenticeship.
- Students must attend TAFE to complete Stage 1 of their trade course. This counts as part of the HSC. Students must also complete a minimum of 7 hours work each week which may have to be undertaken on a school day.
- Students must also be prepared to work some days, evenings, weekends and holidays to accumulate the required work placement hours needed for satisfactory completion of the School Based Apprenticeship / Traineeship.
- At the end of Year 12 students commence full time with their employer for the remaining term of your apprenticeship.

Please note: Students are required to attend class and keep up to date with the course work and assessment tasks in all their other courses.

Apprenticeships Available

School Based Apprenticeships/Traineeships are available in a wide range of trade areas including (but not limited to):

- Automotive
- Beauty / Hairdressing
- Carpentry and Joinery
- Hospitality
- Electrotechnology
- Metals and Engineering
- Plumbing
- Retail Services
- Warehousing

For more information on School Based Apprenticeships see the careers adviser and visit the following website for information on apprenticeships available in NSW <http://www.sbatinnsw.info/index.php> For further assistance contact your local School Based Apprenticeship/Traineeship Liaison Officer: **Jessica Dreyer** - Ph: 07 55131960 Email: jessica-lee.dreyer@det.nsw.edu.au

Going to a TAFE Institute (Kingscliff / Murwillumbah Campus)

TAFE offers vocational (job skills *training*) courses at Certificate I, II, III, & IV, Diploma and Advanced Diploma levels.

Diploma, Advanced Diploma and some Certificate courses require the HSC and in some cases have specified pre-requisites.

For a number of Certificate courses the minimum level of school education required is the Year 10 Record of School Achievement. However many HSC students apply for these courses and often have a competitive edge in gaining entry if particular HSC courses have been studied. So make your HSC count by planning a HSC pattern of study around your preferred TAFE area of study.

Undertaking a School Based Apprenticeship or Traineeship will greatly enhance your TAFE studies and employment opportunities after leaving school.

Going to TAFE then a University

Students should also know that on successfully completing a TAFE qualification they can progress to higher level courses at TAFE and ultimately into a university course if they so desire. At each new level of study, Advanced Standing can be granted on the basis of courses already completed eg. The TAFE *Diploma in Child Studies* is usually an acceptable qualification for entry to a Bachelor of Education course at university with advanced standing given in some subjects. This pathway of progression to higher levels of qualification is useful for students who miss out on getting into a higher level course directly from school, yet wish to improve their career prospects with higher levels of study.

Sources of information on the TAFE requirements:

1. TAFE Handbooks provide information on all courses offered at TAFE together with admission requirements. See your careers adviser/University/TAFE provider.
2. HSC/TAFE Credit Transfer Guide.
3. Credit Transfer from TAFE to Higher Education Handbook gives details of advanced standing possibilities from TAFE Associate Diplomas to university courses
4. Job Jump Resource
5. Resources in the Careers Advisers office such as university handbooks and guides.

Going to study with Private Providers

Students who complete their HSC studies can elect to undertake vocational training in courses offered by private providers. It is important for students to check directly with these institutions for entrance requirements and course costs as these will be the student's responsibility.

Going to Direct Employment

Some students return to school with the intention of gaining employment on completion of their HSC or possibly before they complete their HSC.

Certain employers such as the *Australian Defence Force* have HSC requirements.

Other forms of employment may not require specific HSC subjects or even the HSC itself (eg. Apprenticeships, Traineeships). However a student's chance of gaining employment in many fields will be considerably enhanced if they perform well in related courses at HSC level.

Sources of Information:

1. www.jobjump.com.au is a DEC approved career information and exploration service
2. www.schooltowork.com.au provides updated information on career planning and study choices
3. Resources in careers adviser's office
4. Websites of private providers
5. University/TAFE Open Days

ADDITIONAL INFORMATION - LINKS

Additional information can be found at the following websites but is hyperlinked in Job Jump

Board of Studies

www.boardofstudies.nsw.edu.au

TAFE NSW

www.tafensw.edu.au

TAFE Queensland

www.tafe.net

Information on credit transfer into TAFE courses

www.det.nsw.edu.au/hsctafe

Job Guide on line

www.jobguide.deewr.gov.au

Exploring Career Options

www.realgame.gov.au

New Higher Education Reforms

www.backingaustraliasfuture.gov.au

University Admissions Centre NSW

www.uac.edu.au

University Admissions Centre QLD

www.qtac.edu.au

Griffith University

www.griffith.edu.au

Macquarie University

www.mq.edu.au

Queensland University of Technology

www.qut.edu.au

Southern Cross University

www.scu.edu.au

University of New South Wales

www.unsw.edu.au

University of Queensland

www.uq.edu.au

University of Sydney

www.usyd.edu.au

University of Technology (Sydney)

www.uts.edu.au

University of New England

www.une.edu.au

Bond University

www.bond.edu.au

University of Southern Queensland

www.usq.edu.au

YEAR 10 SUBJECT SELECTIONS 2022



Year 10 students have begun the subject selection process whereby they start to think about and choose what subjects they would like to study in year 11 and 12 (Stage 6). All students will be busy over the next 4 weeks, as they are provided with the necessary information to make an informed decision on their futures. Please keep add the following dates to your calendar:

- **Week 3 Term 2** – Tuesday 3 may – Southern Cross University My Career Match
- **Week 6 Term 2** - Year 10 students have participated in JobJump activities, which is an exciting web based tool. Please refer to activity sheet below for more details.

<https://jobjump.com.au/>



- **Week 9 Term 2** - Year 10 students have received their course guides. Access to the course guide can be found on our school website. See link below.
https://banorapnt-h.schools.nsw.gov.au/content/dam/doi/sws/schools/b/banorapnt-h/learning-at-our-school/subject-selection/2022_23_T5_BPHS_Course_Selection_Guide.pdf

Year 10 Parent Information night **Monday 20/6/22** 6pm in the School Library, All faculty head teachers can be contacted to provide answers to any questions.

- **Week 9 Term 2** – EOI forms due online by Friday 24/6/2022
- **Week 10 Term 2** – Year 10 students to meet with with Careers Advisor and Deputy Principal Senior regarding their pattern of study.
- **Week 1 Term 3** – Subject selection website opens Tuesday 19/7/22 and will close Thursday 22/7/22 evening. Further information including web address will be given to students in Week 10 via Careers google classroom.





Our school password:

ban

The news for your Careers sent to you!

How do I get there?
My Career.
My News.

What's my future career?
Answer some quick questions
to find your career.

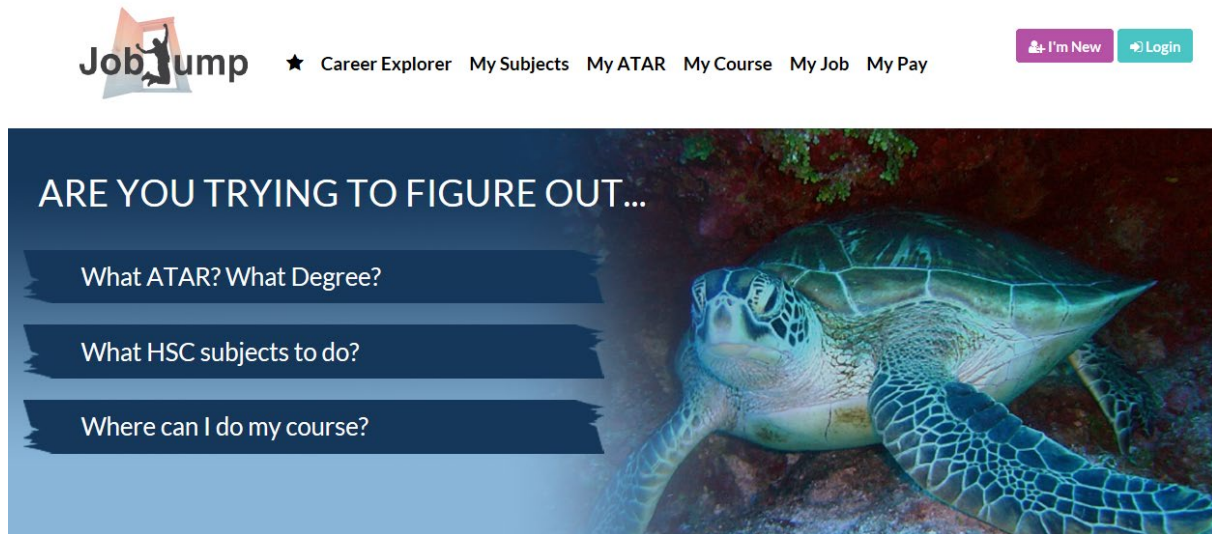
What's next?
How much will I earn
Find me a job?

<https://banora-point.jobjump.com.au/>

Job Jump

Due to increasing pressure placed upon students and parents in regards to career choices, and possible futures after school, Banora Point High School has invested in Job Jump, which is going to make the decision-making process easier.

What is JOB JUMP? Go to: <https://banora-point.jobjump.com.au/> and watch the video on the opening page.



Hi there! Welcome to JobJump. Before you continue, we just need some information from you. The information you provide will be used to send you your latest careers news.

To begin, we need your school name, and your school's password. Speak to your Careers Adviser if you don't know your password.

Begin typing in the text box below to find your school. Click on the blue name that appears below, and it will fill in your school name for you. Then enter your schools password.

School:

School Password:

Please check with your parents/guardian before you register.

Note: your email address will not be sent to JobJump until all steps are completed. By registering with JobJump, you agree to the [Terms of Service](#)

Personal Details

We just need to know a little bit more about you. Please complete the details below and press continue.

First Name:

Last Name:

Email Address:

Personal Password:

Confirm Password:

Gender:

Are you a: Student Parent Teacher

School Year:

Career Selection

Now, in order to send you relevant careers news, we need to know what careers you're interested in! Please select as many careers as you want from the list below, then press continue. If you're not sure what sort of career you're interested in, select 'Unsure'.

Unsure

<input type="checkbox"/> Accountant	<input type="checkbox"/> Actor
<input type="checkbox"/> Aeronautical Mechanic	<input type="checkbox"/> Air Traffic Controller
<input type="checkbox"/> Animal Attendant	<input type="checkbox"/> Animator
<input type="checkbox"/> Archaeologist	<input type="checkbox"/> Architect
<input type="checkbox"/> Architect Drafter	<input type="checkbox"/> Artist
<input type="checkbox"/> Astronomer	<input type="checkbox"/> Bar Attendant
<input type="checkbox"/> Beauty Therapist	<input type="checkbox"/> Bricklayer
<input type="checkbox"/> Builder	<input type="checkbox"/> Cabinetmaker
<input type="checkbox"/> Camera Operator	<input type="checkbox"/> Carpenter
<input type="checkbox"/> Chef	<input type="checkbox"/> Childcare Worker
<input type="checkbox"/> Chiropractor	<input type="checkbox"/> Civil Engineer
<input type="checkbox"/> Concierge	<input type="checkbox"/> Counsellor
<input type="checkbox"/> Criminologist	<input type="checkbox"/> Dance Choreographer
<input type="checkbox"/> Dental Technician	<input type="checkbox"/> Dentist
<input type="checkbox"/> Diesel Mechanic	<input type="checkbox"/> Dietitian

What are the first 5 careers you are interested in and going to research?

1. _____
2. _____
3. _____
4. _____
5. _____

Finished

That's it! Now all that's left to do is to check the box and press this unnecessarily large button below to register your details.

After registering with JobJump, you will receive a confirmation email. If you do not receive an email shortly, you must check your Spam or Junk Mail folder and move the message to your Inbox.

By checking this box you agree that JobJump will send you emails regarding careers and subjects you have selected

Find a listing of the Menu Items that appear across the screen from left to right.

This is how you use each item.

Login - You can now **register** to receive the latest Careers News when you enter your email address from the front page of the website. This will be emailed to your home email address if you wish. It only takes a minute or two. You will receive Careers News on your chosen careers from now through to an extra year after your HSC. If you change your mind, you can unsubscribe at any time. You can select new careers at any time too. You can have as many as you want.

Career Explorer – complete career wiz in the first drop down box.

Click on **Career Videos** and you can enjoy a tour of your chosen career.

- Watch the year 10 presentation video by VAC and then click on a career on the left hand side
- What subjects should I study? Gives you the subject advice on subjects in NSW you could consider.

My ATAR - Click your favourite Index field. A listing appears just like the hard copy of the Index in the Handbook. If you click on any blue UAC Course Code, you will be able to read a full description of the course you selected. You can also do a search for degrees by typing in the search box a key word in this field.

My job includes

- Apprenticeships - At the top you can find a simple to read explanation all about how Apprenticeships and Traineeships work. This is followed by an interesting short video about Apprenticeships and Traineeships. If you click on the bottom option you will see a listing of Apprenticeship and Traineeship career areas with easy to do quizzes.
- **My work experience** provides the main documents that you use with your Careers Advisor's guidance to arrange Work Experience. Make sure you speak to your Careers Advisor before arranging any work experience.

My pay - There are 300 careers listed on the left hand side with their earnings in weekly and annual amounts. To select any career you must first read and consider the short advice in the bubbles and then click 'OK'.

COURSE INFORMATION

COURSE RESTRICTIONS

Specific HSC Course Notes

These notes (1–5) refer to the list of courses

1. To elect Extension History in Year 12 students needs to study Ancient History, Modern History or both in Year 11. Students may then elect an additional 1 unit Extension History course in Year 12.
2. Students may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Senior Science in meeting the 12 Preliminary or 10 HSC units.
3. Changes to Stage 6 Science Pattern and Pathways of Study
The pattern and pathways of study requirements for Stage 6 Science courses have been amended. From 2018 students will continue to be able to study six units of Science in Year 11 and for the 2019 HSC examination students can study up to seven units of Science in Year 12. This change allows for the study of Science Extension - a new one unit Year 12 course which will be examined for the first time as part of the 2019 HSC.
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, Investigating Science, Physics, 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.
Commencing in 2018 students may study up to six units of Science Life Skills courses in Year 11 and Year 12.
4. HSC Extension Music is only available to students who study Music Course 2.
5. The Studies of Religion I and Studies of Religion II courses cannot be studied together.
6. Only ONE Industrial Technology option can be studied.
7. Only ONE Hospitality option can be studied (Either Food & Beverage OR Kitchen Operations)

GENERAL NOTES

- Only ONE course from each of the following subject groups can be selected:
 - English - [English Standard or English Advanced or English Studies]
 - Japanese - [Japanese Beginners or Japanese Continuers]
 - Mathematics - [Standard Mathematics or Mathematics]
- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Dance, Community and Family Studies, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Students studying Industrial Technology (Electronics Industries; Graphics Industries; Metal and Engineering Industries) are NOT permitted to study courses relating to the Metal and Engineering Curriculum Framework (TVET).
- Students studying Industrial Technology (Electronics Industries) are NOT permitted to study courses relating to the TVET Electrotechnology course.
- Students studying Visual Design may NOT study Design Foundation Studies (TVET) concurrently.
- Students studying Exploring Early Childhood may NOT study Children's Services - Introduction.

Additional information about courses and the HSC is available on the NSW Education Standards Authority Website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

BOARD DEVELOPED COURSES CATEGORY A

THESE COURSES COUNT TOWARDS AN ATAR

LISTING BY SUBJECT AREA

ENGLISH – mandatory HSC Requirement

MATHEMATICS

SCIENCE

HUMAN SOCIETY AND its ENVIRONMENT

CREATIVE AND PERFORMING ARTS

TECHNOLOGY

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

JAPANESE

English (Standard)	Course No: 15130
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: English (Studies) English(Advanced) English (EAL/D) English (Extension)
<p>Course Description English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators. Students will explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The selection of texts includes texts written about peoples and cultures of Asia and texts by Aboriginal and/or Torres Strait Islander authors. The texts are widely regarded as quality literature.</p>	
<p>Main Topics Covered</p> <p>Year 11 Course – The course has three units of work:</p> <ul style="list-style-type: none"> • Content common to the Standard and Advanced courses is undertaken through the Common Module-Reading to Write: Transition to Senior English. Students will study a variety of texts to further develop their skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey ideas, relationships, endeavours and scenarios. • Module A: Contemporary Possibilities. Students extend their knowledge and understanding of the ways we read and respond to digital, multimedia, multimodal and nonlinear texts. • Module B: Close Study of Literature. Students develop their knowledge and appreciation of a substantial literary print text. <p>Year 12 Course – The course has four units of work:</p> <ul style="list-style-type: none"> • The year 12 common module for the Standard and Advanced courses is Texts and Human Experiences. Students study how texts represent individual and collective human experiences. • Module A: Language, Identity and Culture. Students study a range of texts, including a prescribed text, to explore and analyse the ways language has the power to reflect and shape individual and collective identity. • Module B: Close Study of Literature. Students develop an informed understanding, knowledge and appreciation of a substantial literary text. • Module C: The Craft of Writing. Students strengthen and extend their knowledge, skills and confidence as writers. This module may be studied concurrently with the common module and/or Modules A and B. 	
<p>Particular Course Requirements</p> <p>In the Year 11 English (Standard) Course students are required to:</p> <ul style="list-style-type: none"> • complete 120 indicative hours • complete the common module as the first unit of work • complete Modules A and B • study ONE complex multimodal or digital text in Module A (This may include the study of film) • study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet • explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts • support the study of texts with their own wide reading <p>Year 12 English (Standard) Course requires the close study of:</p> <ul style="list-style-type: none"> • complete the year 11 course as a prerequisite • complete 120 indicative hours • complete the common module as the first unit of work • complete modules A, B and C over the course of the year • study three prescribed texts, one drawn from each of the following categories: prose fiction or print nonfiction; poetry or drama; film or media. NOTE: The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course • study ONE related text in the Common Module: Texts and Human Experience • across Stage 6 experience reading, writing, listening, speaking, viewing and representing 	

English (Advanced)	Course No: 15140
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: English (Studies); English (Standard); English (EAL/D)
<p>Course Description English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts. Students will explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The selection of texts includes texts written about peoples and cultures of Asia and texts by Aboriginal and/or Torres Strait Islander authors. The texts are widely regarded as quality literature.</p>	
<p>Main Topics Covered</p> <p>Year 11 Course – The course has three units of work:</p> <ul style="list-style-type: none"> • Content common to the Standard and Advanced courses is undertaken through the Common Module-Reading to Write: Transition to Senior English. Students will study a variety of texts to further develop their skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey ideas, relationships, endeavours and scenarios. • Module A: Narratives that Shape Our World. Students study one or more print, digital and/or multimodal texts to explore how narratives from the past and the contemporary era convey ideas and values. • Module B: Critical Study of Literature. Students develop analytical and critical knowledge, understanding and appreciation of a literary text. <p>Year 12 Course – The course has four units of work:</p> <ul style="list-style-type: none"> • The year 12 Common Module for the Standard and Advanced courses is Texts and Human Experiences. Students study how texts represent individual and collective human experiences. • Module A: Textual Conversations. Students engage in a comparative study of two prescribed texts. • Module B: Critical Study of Literature. Students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. • Module C: The Craft of Writing. Students strengthen and extend their knowledge, skills and confidence as writers. This module may be studied concurrently with the Common Module and/or Modules A and B. 	
<p>Particular Course Requirements</p> <p>In the Year 11 English (Advanced) Course students are required to:</p> <ul style="list-style-type: none"> • complete 120 indicative hours • complete the common module as the first unit of work • complete modules A and B • explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts • support their study of texts with their own wide reading <p>Year 12 English (Advanced) Course requires the close study of:</p> <ul style="list-style-type: none"> • complete the year 11 course as a prerequisite • complete 120 indicative hours • complete the common module as the first unit of work • complete modules A, B and C over the course of the year • closely study four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction or print nonfiction; poetry or drama. The remaining text may be, film media or digital text or may be selected from one of the previous categories. NOTE: The selection of texts for <i>Module C: The Craft of Writing</i> may be drawn from any types of texts and do not contribute to the required pattern of prescribed texts for the course • study ONE related text in the Common Module: Texts and Human Experiences • across Stage 6 experience reading, writing, listening, speaking, viewing and representing 	

Year 11 English Extension Year 12 English Extension 1 Year 12 English Extension 2	Course No: TBA Course No: 15160 Course No: 15170
1 unit of study for each of Year 11 and Year 12 Prerequisites: (a) English (Advanced) (b) Year 11 English (Extension) is a prerequisite for English Extension Course 1 (c) English Ext Course 1 is a prerequisite for English Ext Course 2	Exclusions: English (Standard); Fundamentals of English; English (ESL)
Course Description English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. Students have a strong interest in literature. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.	
Main Topics Covered Year 11 English (Extension) Course <ul style="list-style-type: none"> Module: Texts, Culture and Value. Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. Related research project. Students apply their knowledge about texts studied in this module to their own selected texts. Year 12 English Extension Course 1 <ul style="list-style-type: none"> Common Module: Literary Worlds Students must complete one elective chosen from the following: <ul style="list-style-type: none"> Elective 1: Literary Homelands Elective 2: Worlds of upheaval Elective 3: Reimagining worlds Elective 4: Literary mindscapes Elective 5: Intersecting worlds Year 12 English Extension Course 2 The course requires students to complete: the composition process over 60 indicative hours; major work; reflection statement; and the major work journal.	
Particular Course Requirements In the Year 11 English (Extension) Course students are required to: <ul style="list-style-type: none"> Complete 60 indicative hours Undertake the common module Undertake the related independent research project Examine ONE teacher prescribe text from the past and its manifestations in one or more recent cultures Select ONE text and its manifestations in one or more recent cultures. Research a range of texts as part of their independent project Year 12 English Extension Course 1 students are required to: <ul style="list-style-type: none"> Complete the Year 11 English Extension course as a prerequisite Complete 60 indicative hours Undertake ONE elective option from the common module Study at least THREE texts from a prescribed text list for the module study including at least TWO extended print texts Study at least TWO related texts Year 12 English Extension Course 2 requires completion of a Major Work and Reflection Statement; and document coursework in a Major Work Journal.	

NOTE: Other English Courses which meet NESAS HSC requirements are shown in the Content endorsed Courses Section of this booklet.

English Studies	Course No - 30100
2 units for each of Year 11 and Year 12, Board Developed Course	Exclusions: English (Standard); English (Advanced); English (EAL/D); English (Extension)
<p>Course Entry Guidelines Students considering choosing the course should be advised that:</p> <ul style="list-style-type: none"> • they may elect to undertake an optional year 12 examination which will contribute to their ATAR • if they do not sit for the English Studies year 12 examination they are not eligible for the calculation of an ATAR <p>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.</p>	
<p>Main Topics Covered Year 11 Course (120 indicative hours):</p> <ul style="list-style-type: none"> • Mandatory module – Achieving through English: English in education, work and community • An additional 2-4 modules to be studied (20-30 hours each) <p>Year 12 Course (120 indicative hours):</p> <ul style="list-style-type: none"> • Mandatory common module – Texts and Human Experience • An additional 2-4 modules to be studied (20-45 hours each) <p>The additional modules for both the Year 11 and Year 12 courses are selected from a list of elective modules within the syllabus (1 may be school designed). They may be studied in either the Year 11 or Year 12 course, but it is expected that as students' progress in English Studies there will be an increasing level of challenge. The electives are able to be selected and developed by teachers to allow for: their students' needs, interests, abilities, career aspirations and personal circumstances.</p>	
<p>Particular Course Requirements In the Year 11 course students are required to:</p> <ul style="list-style-type: none"> • Complete the mandatory module, Achieving Through English, as the first unit of work <p>In the Year 12 course students are required to:</p> <ul style="list-style-type: none"> • Complete the mandatory common module – Texts and human experiences as the first unit of work • Study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences <p>In each of the Year 11 and Year 12 courses students are required to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts • study of at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series) • be involved in planning, research and presentation activities as part of one individual and/or one collaborative project • engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year. 	

Year 11 Mathematics Standard	Course No: 11236
<p>2 units for each of Year 11 and Year 12 Board Developed Course</p> <p>Prerequisites: For students who intend to study the Standard Mathematics courses, it is recommended that they study at least some of the Stage 5.2 content of <i>Mathematics Years 7–10 Syllabus</i>, particularly the following topics: Financial Mathematics, Linear Relationships, Non-Linear Relationships, Right-Angled Triangles (Trigonometry), Single Variable Data Analysis and Probability.</p>	<p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.</p>
<p>Course Description</p> <p>The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.</p> <p>Mathematics Standard is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.</p> <p>Upon satisfactory completion of the Year 11 Mathematics Standard Course, in Year 12 students may elect to undertake one of two different pathways.</p> <ul style="list-style-type: none"> - Year 12 Mathematics Standard 2 (All students will sit for an HSC Examination) or - Year 12 Mathematics Standard 1 (This course has an optional HSC Examination component. The examination mark may be used by UAC to contribute to the students' ATAR) 	
<p>Main Topics Covered</p> <p>Year 11 Standard Mathematics Course</p> <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> ○ Formulae and Equations ○ Linear Relationships • Measurement <ul style="list-style-type: none"> ○ Applications of Measurement ○ Working with Time • Financial Mathematics <ul style="list-style-type: none"> ○ Money Matters • Statistical Analysis <ul style="list-style-type: none"> ○ Data Analysis ○ Relative Frequency and Probability <p>Year 11 Standard Mathematics Course</p> <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> ○ Types of Relationships • Measurement <ul style="list-style-type: none"> ○ Right-angled Triangles ○ Rates ○ Scale Drawings • Financial Mathematics <ul style="list-style-type: none"> ○ Investment ○ Depreciations and Loans • Statistical Analysis <ul style="list-style-type: none"> ○ Further Statistical Analysis • Networks <ul style="list-style-type: none"> ○ Networks and Paths 	<p>Year 12 Mathematics Standard 2</p> <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> ○ Types of Relationships • Measurement <ul style="list-style-type: none"> ○ Non-right-angled Trigonometry ○ Rates and Ratios • Financial Mathematics <ul style="list-style-type: none"> ○ Investments and Loans ○ Annuities • Statistical Analysis <ul style="list-style-type: none"> ○ Bivariate Data Analysis ○ The Normal Distribution • Networks <ul style="list-style-type: none"> ○ Network Concepts ○ Critical Path Analysis

Mathematics Advanced	Course No:
<p>2 units for each of Year 11 & Year 12 Board Developed Course</p> <p>Prerequisites: The outcomes and content in the Mathematics Advanced Stage 6 syllabus are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and Stage 5.2. The following substrands of Stage 5.3 – Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras’ theorem and Single Variable Data Analysis and at least some of the content from the following substrands of Stage 5.3 – Non-Linear Relationships and Properties of Geometrical Figures should have been covered.</p>	<p>Exclusions: Mathematics Standard Courses</p>
<p>Course Description</p> <p>The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students’ continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications and in increasing complexity.</p> <p>The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.</p> <p>The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</p>	
<p>Main Topics Covered</p>	

Year 11 course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	MA-F1 Working with Functions
	Trigonometric Functions	MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and Identities
	Calculus	MA-C1 Introduction to Differentiation
	Exponential and Logarithmic Functions	MA-E1 Logarithms and Exponentials
	Statistical Analysis	MA-S1 Probability and Discrete Probability Distributions

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

Mathematics Extension 1

Course No:

1 unit in each of Year 11 and HSC Board Developed Course

Prerequisites:

***Must be done in conjunction with Mathematics Advanced**

The outcomes and content in the Mathematics Extension 1 Stage 6 course are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands of Polynomials, Logarithms, Functions and Other Graphs and Circle Geometry.

Exclusions: Mathematics Standard Courses

Course Description

The Mathematics Stage 6 courses, in particular Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2, form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The introductory concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications.

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. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

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

Year 12 course (60 hours)	Mathematics Extension 1	
	Topics	Subtopics
	Proof	ME-P1 Proof by Mathematical Induction
	Vectors	ME-V1 Introduction to Vectors
	Trigonometric Functions	ME-T3 Trigonometric Equations
	Calculus	ME-C2 Further Calculus Skills ME-C3 Applications of Calculus
	Statistical Analysis	ME-S1 The Binomial Distribution

Mathematics Extension 2 Year 12 only	Course No:
<p>1 unit for the Year 12 Board Developed Course The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. *Must be done in conjunction with Mathematics Extension 1. Students will still be expected to attend Mathematics Advanced Classes and complete all assessment tasks in this course.</p>	<p>Exclusions: Mathematics Standard Courses</p>

Course Description

The Mathematics Stage 6 courses, in particular Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2, form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The introductory concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications.

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.

Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

Year 12 course (60 hours)	Mathematics Extension 2	
	Topics	Subtopics
	Proof	MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction
	Vectors	MEX-V1 Further Work with Vectors
	Complex Numbers	MEX-N1 Introduction to Complex Numbers MEX-N2 Using Complex Numbers
	Calculus	MEX-C1 Further Integration
	Mechanics	MEX-M1 Applications of Calculus to Mechanics

Biology	Course No: 11030
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: NIL
<p>Course Description</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.</p> <p>The <i>Biology Stage 6 Syllabus</i> 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.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>	
<p>Topics Covered</p> <p>Year 11 Course</p> <p>Core Modules</p> <ul style="list-style-type: none"> ● Cells as the Basis of Life ● Organisation of Living Things ● Biological Diversity ● Ecosystem Dynamics 	<p>Year 12 Course</p> <p>Core Modules</p> <ul style="list-style-type: none"> ● Heredity ● Genetic Change ● Infectious Disease ● Non-Infectious Disease and Disorders
<p>Particular Course Requirements</p> <p>Each module specifies content which provides opportunities for students to achieve the Biology skills and knowledge and understanding outcomes. Biology modules provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Biology skills modules. 15 hours must be allocated to depth studies to be completed in Year 11.</p> <p>The Preliminary course includes a field work exercise. Students will complete a minimum of 70 indicative hours of practical experiences across Preliminary and HSC course time. 15 hours must be allocated to depth studies to be completed in Year 12.</p>	

Science Extension	Course No: 15345
<p>1 unit for Year 12 (HSC), Board Developed Course</p> <p>Note: Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12</p>	Exclusions: NIL
<p>Course Description</p> <p>Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.</p>	
<p>Content</p> <p>Year 12</p> <p>The year 12 course consists of four modules</p> <ul style="list-style-type: none"> • Module 1 The Foundations of Scientific Thinking • Module 2 The Scientific Research Proposal • Module 3 The Data, Evidence and Decisions • Module 4 The Scientific Research Report 	
<p>Course Requirements</p> <p>Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11. Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12. Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.</p> <p>The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols. All scientific research must be sensitive to community expectations and individual school</p> <p>Requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.</p>	

Chemistry	Course No: 11050
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: NIL
<p>Course Description</p> <p>The Chemistry Stage 6 course 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.</p> <p>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.</p> <p>Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.</p> <p>The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increase their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.</p> <p>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.</p>	
<p>Topics Covered Year 11 Course Core Modules</p> <ul style="list-style-type: none"> ● Properties and Structure of Matter ● Introduction to Quantitative Chemistry ● Reactive Chemistry ● Drivers of Reactions 	<p>Year 12 Course Core Modules</p> <ul style="list-style-type: none"> ● Equilibrium and Acid Reactions ● Acid/base Reactions ● Organic Chemistry ● Applying Chemical Ideas
<p>Particular Course Requirements</p> <p>Each module specifies content which provides opportunities for students to achieve Working Scientifically Skill outcomes, Knowledge and Understanding outcomes as well as Values and Attitudes outcomes.</p> <p>In the year 11 and year 12 course a depth study is required to be completed. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by concepts covered in the Chemistry course. It may be one investigation/activity or a series of investigations/activities. A minimum of 15 hours of in-class time is allocated to the depth study in both the year 11 and year 12 course.</p>	

Physics	Course No: 11310
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: NIL
<p>Course Description</p> <p>The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.</p> <p>The <i>Physics Stage 6 Syllabus</i> 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.</p> <p>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.</p> <p>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.</p> <p>The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.</p>	
<p>Topics Covered</p> <p>Year 11 Course</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism 	<p>Year 12 Course</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom
<p>Particular Course Requirements</p> <p>Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes. Physics modules provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Physics skills modules. 15 hours must be allocated to depth studies to be completed in Year 11.</p> <p>Students will complete a minimum of 70 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. 15 hours must be allocated to depth studies to be completed in Year 12.</p>	

Business Studies	Course No: 15040
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>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.</p>	
<p>Year 11 Course</p> <ul style="list-style-type: none"> • 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 <p>Year 12 Course</p> <ul style="list-style-type: none"> • 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 	

Legal Studies	Course No: 15220
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examine a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The Year 12 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.</p>	
<p>Year 11 Course</p> <ul style="list-style-type: none"> ● Part I – The Legal System (40% of course time) ● Part II – The Individual and the Law (30% of course time) ● Part III – The Law in Practice (30% of course time) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <p>Year 12 Course</p> <ul style="list-style-type: none"> ● Core Part I: Crime (30% of course time) ● Core Part II: Human Rights (20% of course time) ● Part III: Two options (50% of course time) <p>Two options are chosen from:</p> <ul style="list-style-type: none"> ● Consumers ● Global environment and protection ● Family ● Indigenous peoples ● Shelter ● Workplace ● World order <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
<p>Particular Course Requirements</p> <p>No special requirements</p>	

Modern History	Course No: 11270
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.</p> <p>Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.</p> <p>Each year Modern History students are given the opportunity to participate in an excursion to Sydney to attend the History Teacher Association HSC Revision Lectures and visit the Sydney Jewish Museum (including hearing from a Holocaust survivor when available).</p>	
<p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> ● Overview: Representation and Commemoration of the Past (5%) ● Part 1: Case Studies (50%) <ul style="list-style-type: none"> (a) Decline and Fall of the Romanov Dynasty (b) Origins of the Arab-Israeli Conflict ● Part II: Historical Investigation (15%) Investigating the Assassination of JFK ● Part III: Core: The Shaping of the Modern World (30%) The development of World War One and its impact on shaping the Modern World. <p>Year 12 Course</p> <ul style="list-style-type: none"> ● Part I: Core: Power & Authority 1919 – 1946 (25%) ● Part II: National Study – Russia 1917-1941 (25%) ● Part III: Peace and Conflict – Arab-Israeli Conflict 1948-1996 (25%) 	

Society & Culture	Course No: 15350
2 units for each of Year 11 & Year 12 Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The central goal of Society and Culture is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.</p> <p>Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.</p> <p>Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:</p> <ul style="list-style-type: none"> • Themselves • Their own society and culture • The societies and cultures of others. 	
<p>Main Topics Covered</p> <p>Year 11 course</p> <ul style="list-style-type: none"> • <i>The Social and Cultural World</i> (30%) • <i>Personal and Social Identity</i> (40%) • <i>Intercultural Communication</i>(30%) <p>Year 12 Course</p> <p>Core</p> <ul style="list-style-type: none"> • <i>Personal Interest Project</i> (30%) • <i>Social and Cultural Continuity and Change</i> (30%) <p>Depth studies</p> <p>TWO to be chosen from the following:</p> <ul style="list-style-type: none"> • Popular Culture (20%) • Belief Systems and Ideologies (20%) • Social Inclusion and Exclusion (20%) • Social Conformity and Nonconformity (20%) 	
<p>Particular Course Requirements</p> <p>Society and Culture students must each undertake, on an individual basis, a Personal Interest Project worth 40% of the HSC examination mark. The PIP requires students to select a suitable topic related to the course, develop and apply appropriate research methods and submit a completed project containing the required components. This is marked externally.</p>	

History Extension	Course No: 15280
1 unit HSC Board Developed Course	Exclusions: Nil
<p>Course Description Extension History further develops students' understanding of how historians work. The focus of the course is not on content alone, although an understanding of content is important. Rather than simply extending students' knowledge of a particular period or event in history, the course is aimed at using specific historical investigations to reflect on the nature of history and how and why approaches and interpretations change over time. In Part I of the course, students investigate the question 'What is history?' through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.</p>	
<p>Main Topics Covered</p> <p>Part I: What is History? (60% of course time) Key questions:</p> <ul style="list-style-type: none"> • Who are the historians? • What are the aims and purposes of history? • How has history been constructed and recorded over time? Why have the approaches to history changed over time? • Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options. <p>Part II: History Project (40% of course time) An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.</p>	
<p>Examples of Case Studies: One case study is chosen. All choices can be studied whether or not a student is taking Modern or Ancient History.</p> <p>Ancient: Cleopatra VII; Athenian Democracy; Rome's Impact on the Provinces; The Origins of Early Christianity; The Collapse of the Western Roman Empire Medieval/Modern: The Crusades; Witch Hunts and Witch Trials; Elizabeth I and the Elizabethan Age; Spain and the Aztec Empire Modern: Napoleon; Western Imperialism in the 19th Century; A British Prime Minister: Winston Churchill OR Margaret Thatcher; Appeasement; John Fitzgerald Kennedy Asia: Genghis Khan; The Opium Wars; The Partition of India</p>	
<p>Particular Course Requirements The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.</p>	

Aboriginal Studies	Course No: Year 11-15000 Year 12-11000
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: NIL
<p>Course Description</p> <p>Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.</p> <p>Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society.</p> <p>Aboriginal Studies seeks to provide a body of knowledge that is both accurate and unbiased. The course will provide students with ways of detecting and analysing bias in representations of Aboriginal peoples. Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to ‘learn together’ with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of reconciliation.</p> <p>For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments.</p>	
<p>Topics Covered</p> <p>Year 11 Course-Pre-contact to 1960s (120 indicative hours)</p> <p>Part I – Aboriginality and the Land</p> <p>Part II – Heritage and Identity</p> <p>Part III – International Indigenous Community: Comparative Study</p> <p>Part IV – Research and Inquiry Methods: Local Community Case Study An aspect of the local community from pre-contact to the present</p>	<p>Year 12 Course 1960s onwards</p> <p>Part I – Social Justice and Human Rights Issues:</p> <ul style="list-style-type: none"> • A – Global Perspective • B – Comparative Study <p>Part II - A case study of an Aboriginal community for each topic</p> <ul style="list-style-type: none"> • Aboriginality and the Land or • Heritage and Identity <p>Part III – Research and Inquiry Methods – Major Project</p> <ul style="list-style-type: none"> • A student’s Major Research project on an aspect of the HSC course

Japanese Beginners	Course No: 15820
2 units for each of Year 11 & Year 12 Board Developed Course	Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers
Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the board's ACE manual.	
<p>Course Description</p> <p>In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding of and the speaking, listening, reading and writing skills necessary to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.</p> <p>Students will develop their listening, speaking, reading, writing and viewing skills, with the goal of being able to communicate comfortably on topics relating to everyday life with speakers of Japanese by the end of the Year 12 course.</p> <p>Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types which reflect the topics. Students will gain insight into the culture and language of Japanese-speaking communities.</p>	
<p>Main Topics Covered</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations. 	
Particular Course Requirements: Nil	

Japanese Continuers	Course No: 15830
Board Developed Course - 2 units for each of Preliminary and HSC	Exclusions: Japanese Beginners; Heritage Japanese Background Speakers
NOTE: Strict eligibility rules apply to the study of this subject Check with your teacher or refer to Section 8.2.2.2 of the Board's ACE manual	
<p>Course Description</p> <p>The Preliminary and HSC course have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>	
<p>Prescribed Themes</p> <p>The individual</p> <p>The Japanese-speaking communities</p> <p>The changing world</p> <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of Japanese-speaking communities through texts. 	<p>Mandatory Topics</p> <p>Personal world Daily life Leisure Future plans Travelling in Japan Living in Japan Cultural life The world of work Current issues</p>
Particular Course Requirements: Nil	

Music 1	Course No: 15290
2 units for each of Year 11 & Year 12 Board Developed Course	Exclusions: Music 2
<p>Course Description In the Year 11 and Year 12 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.</p>	
<p>Main Topics Covered Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.</p>	
<p>Particular Course Requirements Year 12 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.</p> <p>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 NSW Education Standards Authority to validate authorship of the submitted work.</p>	
<p>Particular Course Requirements: Nil</p>	

Dance	Course No: 15070
2 units for each of Year 11 & Year 12 Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject
<p>Year 11 Course Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are:</p> <ul style="list-style-type: none"> ● Performance (40%) ● Composition (20%) ● Appreciation (20%) ● Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class). <p>HSC Course Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology</p> <ul style="list-style-type: none"> ● Core (60%) Performance 20%, Composition 20%, Appreciation 20% ● Major Study (40%) Performance or Composition or Appreciation or Dance and Technology. 	
<p>Particular Course Requirements The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses. The published <i>Course Prescriptions</i>, which may change in total or in part every three years, indicate works and artists to be studied in the Year 12 Course in Core Appreciation and Major Study Appreciation.</p>	

Drama	Course No: 15090
2 units for each of Year 11 & Year 12 Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject
<p>Course Description Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>Year 11 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.</p> <p>Year 12 Course Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>	
<p>Main Topics Covered</p> <p>Year 11 Course Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles</p> <p>Year 12 Course Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project</p>	
<p>Particular Course Requirements The Year 11 course informs learning in the Year 12 course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p>	

Visual Arts	Course No: 15400
Board Developed Course 2 units for each of Preliminary and HSC	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject
<p>Course Description</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p>Year 11 Course learning opportunities focus on:</p> <ul style="list-style-type: none"> ● the nature of practice in artmaking, art criticism and art history through different investigations ● the role and function of artists, artworks, the world and audiences in the artworld the different ways the visual arts may be interpreted and how students might develop their own informed points of view. ● how students may develop meaning and focus and interest in their work ● building understandings over time through various investigations and working in different forms. <p>Year 12 Course learning opportunities focus on:</p> <ul style="list-style-type: none"> ● how students may develop their practice in artmaking, art criticism, and art history ● how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations ● how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their investigations ● how students may further develop meaning and focus in their work. 	
<p>Particular Course Requirements</p> <p>Year 11 Course:</p> <ul style="list-style-type: none"> ● Artworks in at least two expressive forms and use of a process diary ● a broad investigation of ideas in art making, art criticism and art history. <p>Year 12 Course:</p> <ul style="list-style-type: none"> ● development of a body of work and use of a process diary ● a minimum of five Case Studies (4–10 hours each) ● deeper and more complex investigations in art making, art criticism and art history. 	

Food Technology	Course No: 15180
2 units for each of Year 11 & Year 12 Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Year 11 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.</p> <p>The Year 12 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.</p>	
<p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> ● Food Availability and Selection (30%) ● Food Quality (40%) ● Nutrition (30%) <p>Year 12 Course</p> <ul style="list-style-type: none"> ● The Australian Food Industry (25%) ● Food Manufacture (25%) ● Food Product Development (25%) ● Contemporary Nutrition Issues (25%) 	
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	

Industrial Technology (Multimedia & Timber Furnishings)	Course No: 15200
2 units for each of Year 11 & Year 12 Board Developed Course	Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
<p>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.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Multimedia Technologies or Timber Products and Furniture Technologies.</p>	
<p>Main Topics Covered</p> <p>Year 11 Course The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> - 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%) <p>Year 12 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:</p> <ul style="list-style-type: none"> - Industry Study (15%) - Major Project (60%) <ul style="list-style-type: none"> Design, Management and Communication Production - Industry Related Manufacturing Technology (25%) 	
<p>Particular Course Requirements In the Year 11 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.</p> <p>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.</p> <p>NOTE: Students may only choose ONE Focus area for study.</p>	

Software Design and Development	Course No: 15360
2 units for each of Year 11 & Year 12 Board Developed Course	Exclusions: Computing Applications CEC
<p>Course Description</p> <p>The Year 11 course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.</p> <p>The Year 12 course builds on the Year 11 course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.</p>	
<p>Year 11 Course</p> <ul style="list-style-type: none"> ● Concepts and Issues in the Design and Development of Software (30%) <ul style="list-style-type: none"> - Social and ethical issues - Hardware and software - Software development approaches ● Introduction to Software Development (50%) <ul style="list-style-type: none"> - Defining and understanding the problem - Planning and designing software solutions - Implementing software solutions - Testing and evaluating software solutions - Maintaining software solutions ● Developing software solutions (20%) 	<p>Year 12 Course</p> <ul style="list-style-type: none"> ● Development and Impact of Software Solutions (15%) <ul style="list-style-type: none"> - Social and ethical issues - Application of software development approaches ● Software Development Cycle (40%) <ul style="list-style-type: none"> - Defining and understanding the problem - Planning and design of software solutions - Implementing software solutions - Testing and evaluating software solutions - Maintaining software solutions ● Developing a Solution Package (25%) ● Options (20%) <ul style="list-style-type: none"> Study one of the following options: <ul style="list-style-type: none"> - Programming paradigms or - The interrelationship between software and hardware
<p>Particular Course Requirements</p> <p>There is <u>no prerequisite</u> study for the Year 11 course. Completion of the Year 11 course is a prerequisite for the HSC course.</p> <p>It is a mandatory requirement that students spend a minimum of 20% of Year 11 course time and 25% of HSC course time on practical activities using the computer.</p>	

Community and Family Studies	Course No: 15060
2 units for each of Year 11 & Year 12 Board Developed Course	Exclusions: Nil
<p>Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> ● Resource Management Basic concepts of the resource management process (approximately 20% of course time). ● Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time). ● Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time). <p>Year 12 Course</p> <ul style="list-style-type: none"> ● Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). ● Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time). ● Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). <p>Year 12 Option Modules Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> ● Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. ● Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. ● Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. 	
<p>Particular Course Requirements Students are required to complete an Independent Research Project as part of the Year 12 internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>	

Personal Development, Health and Physical Education	Course No: 15320
2 units for each of Year 11 & Year 12 Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the Year 12 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.</p>	
<p>Year 11 Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ● Better Health for Individuals ● The Body in Motion <p>Optional Component (40%) Students select two of the following options:</p> <ul style="list-style-type: none"> ● First Aid ● Composition and Performance ● Fitness Choices ● Outdoor Recreation 	<p>Year 12 Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ● Health Priorities in Australia ● Factors Affecting Performance <p>Optional Component (40%) Students select two of the following options:</p> <ul style="list-style-type: none"> ● The Health of Young People ● Sport and Physical Activity in Australian Society ● Sports Medicine ● Improving Performance ● Equity and Health
<p>Particular Course Requirements</p> <p>In addition to core studies, students select two options in each of the Year 11 and Year 12 courses.</p>	

SCHOOL DELIVERED CATEGORY B

IF YOU CHOOSE MORE THAN ONE OF THESE COURSES,
ONLY ONE CAN COUNT TOWARDS AN ATAR

HOSPITALITY – Food and Beverage

SIT20316 Certificate II in Hospitality

Version 1 March 2020

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2 units Preliminary and 2 units HSC
Specialisation	Yes
HSC Exam	Yes
ATAR	Yes
Work Placement	Mandatory 70 hours
SBAT Pathway	Yes
Recognition	National and HSC Qualification

ASSESSMENT

Assessment strategies may include:

- Observation
- Student demonstration
- Questioning
- Written tasks
- Online assessments



FURTHER STUDY

After achieving Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries, for example:

- Certificate III in Commercial Cookery
- Certificate III in Hospitality
- Certificate III in Tourism

DUTIES AND TASKS OF A WAITER

Waiters may perform the following tasks:

- Take restaurant reservations
- Set tables with clean linen or place mats, cutlery, crockery and glasses
- Welcome and seat customers and distribute menus
- Talk to guests about the menu and drinks and recommend combinations
- In some cases promote local produce and attractions to visitors from interstate and overseas
- Take customers' orders and send to kitchen staff or bar attendants
- Serve food and drinks
- Carve meat
- Make up bills and present them to customers
- Handle money or credit cards
- Clear tables and return dishes and cutlery to kitchens.

STUDENT OUTCOMES for SIT20316 Certificate II in Hospitality

These are the outcomes of graduates surveyed six months after completing their training for SIT20316 Certificate II in Hospitality.

All statistics are supplied by the [National Centre for Vocational Education Research](#)



Further reading

<http://training.gov.au/training/details/SIT20316>

<https://smartandskilled.nsw.gov.au/for-students/job-guides>

<http://www.sbatinnsw.info/traineeships.php?trpg=travailabe>

ABOUT

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Skills and knowledge will prepare the students in providing effective hospitality service to customers.

JOB ROLES

- Bar attendant
- Bottle shop attendant
- Catering assistant
- Cafe attendant
- Front of house assistant
- Barista
- Gaming attendant
- Porter
- Room attendant.



PERSONAL REQUIREMENTS

- Neat personal appearance
- A high level of personal hygiene
- Good communication skills
- Good memory
- Polite and patient
- Enjoy working with people
- Able to work as part of a team
- Able to handle money
- Able to cope with the physical demands of the job

CAREER PATHWAYS

Bar Attendant, Bottle Shop Attendant, Café Attendant, Catering Assistant, Front Office Assistant, Porter, Gaming Attendant, Food And Beverage Attendant, Room Attendant.



HOSPITALITY – Kitchen Operations

SIT20416 Certificate II in Kitchen Operations

Version 1 March 2020

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2 units Preliminary and 2 units HSC
Specialisation	Yes
HSC Exam	Yes
ATAR	Yes
Work placement	Mandatory 70 hours
SBAT pathways	Yes
Recognition	National and HSC Qualification

ASSESSMENT

Assessment strategies may include:

- Observation
- Student demonstration
- Questioning
- Written tasks
- Online assessments



FURTHER STUDY

After achieving Certificate II in Kitchen Operations, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries, for example:

- Certificate III in Commercial Cookery
- Certificate III in Hospitality
- Certificate III in Tourism

DUTIES AND TASKS OF A KITCHEN HAND

Kitchen hands may perform the following tasks:

- Wash and clean utensils and dishes and make sure they are stored appropriately
- Handle, sort, store and distribute food items
- Wash, peel, chop, cut and cook foodstuffs, and help prepare salads and desserts
- Sort and dispose of rubbish and recycling
- Organise laundering of kitchen linen
- Clean food preparation equipment, floors and other kitchen tools or areas.

STUDENT OUTCOMES for SIT20416 Certificate II in Kitchen Operations

These are the outcomes of graduates surveyed six months after completing their training for SIT20416 Certificate II in Kitchen Operations. All statistics are supplied by the [National Centre for Vocational Education Research](#)



ABOUT

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

Skills and knowledge will prepare the students in providing effective hospitality service to customers.

JOB ROLES

Possible job titles include:

- Breakfast cook
- Catering assistant
- Fast food cook
- Sandwich hand
- Take-away cook



PERSONAL REQUIREMENTS

- Enjoy practical work
- Good hand-eye coordination
- Able to work quickly and safely with minimal supervision
- Good personal hygiene
- Free from skin allergies to foods and detergents
- Good communication skills
- Able to work under pressure
- Able to work as part of a team.

CAREER PATHWAYS

Chef, Caterer, Restaurateur/Restaurant/Cafe Owner



Further reading:

<http://training.gov.au/Training/Details/SIT20416>

<https://smartandskilled.nsw.gov.au/for-students/job-guides>

<http://www.sbatnsw.info/apprenticeships.php?app=available>

SPORT COACHING

SIS30519 Certificate III in Sport Coaching

Version 2 May 2021

COURSE DETAILS

Hours	240 hours
Type	Board Endorsed Course
Duration	2 years
Unit Value HSC	2 unit x 2 year
Exam	No
ATAR	No
Work Placement	70 hours Mandatory
SBAT Pathway	Yes
Recognition	Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

ASSESSMENT

Assessment strategies may include:

- Self-Assessment
- Observation
- Questioning
- Written tasks
- Tests
- Portfolio of Evidence



JOB ROLES

- Community Coach
- Sports trainer or coach
- Administration officer
- Sports Official
- Athletic Support Worker

PERSONAL REQUIREMENTS

- Good communication skills
- Adjusting coaching techniques to differences in individuals
- Able to work methodically, accurately and neatly
- Collecting and recording information
- Responding to emergency situations
- Understanding and complying with the legal and ethical responsibilities
- Work as a skilled team member
- Understand the operating capability of equipment and software that assists in sport coaching

ABOUT

This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school. Individuals wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification. This qualification is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.



CAREER PATHWAYS

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

- following occupation and safety policies
- providing first aid
- following occupation and safety policies
- providing first aid
- dealing with client feedback
- organising and completing daily tasks
- teaching basic sports skills

FURTHER STUDY

Certificate IV qualifications in outdoor recreation, fitness and sport & recreation industry.



STUDENT OUTCOMES for SIS30519 Certificate III in Sports Coaching

These are the outcomes of graduates surveyed six months after completing their training for SIS30519 Certificate III in Sports Coaching. All statistics are supplied by the National Centre for Vocational Education Research



Further reading:

- <https://training.gov.au/Training/Details/SIS30519>
- <https://smartandskilled.nsw.gov.au/for-students>
- <https://www.myskills.gov.au/courses/details?Code=SIS30519>
- <https://shatinsw.info/school-based-traineeships>

RETAIL SERVICES

SIR30216 Certificate III in Retail

Version 1 March 2020

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
HSC Exam	Yes
ATAR	Yes
Work placement	Mandatory 70 hours
SBAT	Yes
RECOGNITION	National and HSC Qualification

ASSESSMENT

- Assessment strategies may include:
- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

CAREER PATHWAYS

Sales Assistant
Retail Office Assistant
Sales Administrator
Retail Store Manager
Customer Service Representative



DUTIES AND TASKS OF A SALES ASSISTANT

Sales assistants may perform the following tasks:

- Advise customers on the location, selection, price, delivery, use and care of goods available from the store, with the aim of encouraging them to buy and to return to buy in the future
- Operate cash registers and accept payment, or prepare finance arrangements (invoices and contracts, for example)
- Take special orders for items not currently in stock, or not normally stocked, and notify customers when the items have arrived
- Package goods for customers and arrange delivery
- price, stack and display items for sale and keep the store tidy and attractive
- Be aware of health, safety and welfare issues and practices
- Participate in stocktaking (counting and describing the goods in stock)
- Arrange for the repair of damaged goods or advise on necessary repairs
- Order items.

STUDENT OUTCOMES for Certificate III in Retail Services

These are the outcomes of graduates surveyed six months after completing their training for Certificate III in Retail Services

ABOUT

With this qualification the student is able to perform roles such as:

- Providing product and service advice in a retail store
- Selling products and services in a variety of retail settings
- Operating a checkout area
- Preparing and selling fast food items
- Checking stock, rotate and replenish retail shelves
- Organising and maintaining work areas, merchandising and building displays

JOB ROLES

- Individuals with this qualification are able to perform roles, such as:
- provide product and service advice in a retail store
- sell products and services in a variety of retail settings
- work as a checkout operator
- check stock and replenish shelves
- organise and maintain work areas and displays.

PERSONAL REQUIREMENTS

- Enjoy working with people
- A helpful, courteous manner
- Neat personal appearance
- Good communication skills
- Able to deal accurately with money
- Motivation and drive
- No skin disorders if working with food
- Good problem-solving skills
- Willing to work as part of a team.



All statistics are supplied by the National Centre for Vocational Education Research



Further reading:

<http://training.gov.au/training/details/SIR30216>
<https://smartandskilled.nsw.gov.au/for-students>
<http://www.sbatnsw.info/traineeships.php?trpg=travailable>

CONTENT ENDORSED COURSES SCHOOL DELIVERED

ASSESSMENT IS SCHOOL BASED

THERE IS NO YEAR 12 EXAMINATION

THESE COURSES COUNT TOWARDS A HSC

BUT NOT TOWARDS

AN ATAR.

Photography, Video and Digital Imaging	Course No. 1U: 35225 2U: 35226
Content Endorsed Course (CEC) – 2U x 1yr OR 2U x 2yr Does not contribute to the 6 Board Developed (BD) Units required for a HSC and it does not contribute to ATAR calculations.	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
Course Description Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.	
Main Topics Covered Modules may be selected in any of the three broad fields of: <ul style="list-style-type: none"> • Wet Photography • Video • Digital Imaging. Modules include: <ul style="list-style-type: none"> • Introduction to the Field • Developing a Point of View • Traditions, Conventions, Styles and Genres • Manipulated Forms • The Arranged Image • Temporal Accounts. An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.	
Particular Course Requirements Students are required to keep a diary throughout the course. No External Assessment and no Year 12 Examination	

Sport, Lifestyle and Recreation Studies	Course No: 35015
Content Endorsed Course (CEC) – 2U x 2yr (240 hours) Does not contribute to the 6 Board Developed (BD) Units required for a HSC and it does not contribute to ATAR calculations	Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
<p>Course Description</p> <p>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.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> • 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. <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> • Aquatics • Athletics • First Aid • Fitness • Specific Sports • Gymnastics • Outdoor Recreation • Sports Administration • Coaching • Social Perspectives of Sport • Healthy Lifestyle. <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers</p> <p>No External Assessment and no Year 12 Examination</p>	



VET COURSES TAFE DELIVERED

IF YOU SIT FOR THE HSC EXAMINATION
FOR SOME OF THESE COURSES, THEY COUNT
TOWARDS AN ATAR.

A separate TAFE application will be necessary.

See the careers adviser for a
full list of courses and course details.
Applications are due Early Term 3 2022

VET Category B BOARD DEVELOPED COURSES at local TAFE Campuses

The North Coast Institute of TAFE at Kingscliff and Murwillumbah campuses will offer TVET courses specifically designed to meet local needs. It is important to note that TAFE may not be able to provide student selections in every instance. The following courses are regularly offered:

• Automotive	2 Unit	Kingscliff TAFE
• Construction	2 Unit	Kingscliff TAFE
• Electro Technology	2 Unit	Murwillumbah TAFE
• Human Services (Health Services)	2 Unit	Kingscliff TAFE

All the VET Frameworks are Category B courses listed above contribute 2 units towards a HSC. Additionally, students have the option to sit for a HSC examination in all the courses listed above to have them **count towards an ATAR**.

VET Board Endorsed Courses at local TAFE campuses

The North Coast Institute of TAFE at Kingscliff and Murwillumbah campuses also offer a wide variety of Board Endorsed Courses which count towards your HSC. These may include but are not limited to:

• Aviation (Cabin Crew)	2 Unit Kingscliff	TAFE
• Animal Studies	2 Unit Kingscliff	TAFE
• Baking	2 Unit Kingscliff	TAFE
• Beauty Therapy – Makeup Services	2 Unit Kingscliff	TAFE
• Early Childhood Education	2 Unit Kingscliff	TAFE
• Fitness	2 Unit Kingscliff	TAFE
• Salon Assistant	2 Unit Kingscliff	TAFE
• Screen and Media	2 Unit Kingscliff	TAFE

These courses **will NOT contribute** towards an ATAR.

VET Online Courses

• Tourism & Events	2 units	Online
• Primary Industries	2 units	Online
• Information Technology (Games Design & Cyber Security)	2 units	Online
• Business (Real Estate & Medical Administration)	2 units	Online
• Accounts Administration	2 units	Online

These courses **will contribute** towards an ATAR.

Students need to carefully consider their own circumstances before selecting these courses as students are responsible for getting themselves to the venues on time each week. The majority of courses conclude after school hours and students make their own way home. Due to extended class time, attendance is critical to the successful completion of course requirements.

See your careers adviser or the TVET Guide for a full list of VET courses available.

MY NOTES

My dream:

My goals:

I am good at:

I have experience in:

I could do better at:

PROPOSED PATTERN OF STUDY FOR: _____ (name)

Use this space to think about what you would like to do – 12 Units are required for Year 11

EXPRESSION OF INTEREST

SCHOOL BD COURSES	PDHPE	TAFE – BD COURSES
ENGLISH	Community & Family Studies	Automotive
English – Standard	PDHPE	Construction
English – Advanced		Electro Technology
English Extension 1	CAPA	Human Services (Health Services)
English Extension 2 (Yr 12)	Dance (\$30)	
English Studies (Cat B)	Drama (\$30)	
MATHEMATICS	Music 1 (\$30)	
Mathematics Advanced	Visual Arts (\$60)	
Mathematics Standard 2		
Mathematics Standard 1		
Mathematics Extension 1		TAFE – CEC COURSES
Mathematics Ext 2 (Yr 12)	TAS	Aviation (Cabin Crew)
SCIENCE	Food Technology (\$60)	Animal Studies
Biology	Industrial Technology: Multimedia (\$25) Timber (\$40)	Baking
Chemistry	Software Design & Development (\$25)	Beauty Therapy- Makeup Services
Physics		Fitness
Science Extension (Yr 12)		Salon Assistant
	SCHOOL VET COURSES	Screen and Media
HSIE	VET Sports Coaching (\$90)	
Business Studies	VET Entertainment (\$170) Includes White Card	TAFE ONLINE BD COURSES
Legal Studies	VET Retail (\$50)	Tourism & Events
Modern History	VET Hospitality (\$150) VET Kitchen Operations (\$150)	Primary Industries
History Extension (HSC)	SCHOOL CEC COURSES	Information Technology (Games, Cyber Security)
Aboriginal Studies	Photography Video & Digital Imaging (\$60)	Real Estate
Society & Culture	Sport, Lifestyle and Recreation	Accounting
		Business Medical Administration
Language		
Japanese - Beginners		
Japanese - Continuers		

NB Some courses attract an annual **compulsory course fee** and these are indicated above in brackets.

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Speak to the following staff at your school
Head Teachers in each Faculty
your Year Adviser and the
Careers Adviser
for more information.