




**Sydney  
Secondary  
College**  
Blackwattle Bay

## SENIOR COURSE GUIDE 2022 - 2023





A photograph of three Sydney Secondary College students in their uniforms standing outdoors. On the left is a young man with curly hair, smiling. In the center is a young woman with long dark hair and glasses. On the right is a young woman with long brown hair, also smiling. They are all wearing dark blue blazers over white shirts. The background features a large cable-stayed bridge with many white cables, green trees, and a clear blue sky.

Sydney Secondary College provides excellent public education based on quality, opportunity and diversity. Our expectations are that students participate productively in learning, act responsibly and safely and contribute positively to our community.

Sydney Secondary College is a multi-campus structure, where students receive their Year 7 to 10 education at the Balmain or Leichhardt campuses then move to Blackwattle Bay for Years 11 and 12.

Students from Balmain and Leichhardt have priority placement in Year 11 at Blackwattle Bay and any remaining positions are filled by students applying for a position via the application process.

**Students of Sydney Secondary College will:**

- Respect yourselves, others and the community
- Act responsibly
- Participate productively in learning.

**At the end of their secondary education our goal is for students from Sydney Secondary College to be:**

- Successful lifelong learners
- Positive participants in a changing society
- Resilient, responsible and independent people
- Respectful of diversity and advocates of social justice
- Good communicators, creative thinkers.

A young man with dark hair, wearing a dark school uniform with a tie, is smiling and standing in front of a large cable-stayed bridge. The bridge has many white cables fanning out from a central point. The background is a clear blue sky.

## PRINCIPAL'S MESSAGE

Sydney Secondary College provides excellent public education based on quality, opportunity and diversity. As the senior campus of the college, Blackwattle Bay provides for students in Years 11 and 12.

Blackwattle Bay Campus is a vibrant, culturally diverse school. All students are encouraged to achieve their personal best in an environment that provides academic challenges and exciting artistic, cultural and sporting opportunities. High expectations of students are held by staff, parents and students themselves. To assist students in achieving their personal best, a strongly supportive culture exists.

Features of this culture include:

- Mature relationships based on mutual respect
- Clearly communicated and modelled expectations
- Effective transition and induction programs
- A structured mentor program providing each student with a teacher mentor
- Strong formal and informal feedback systems for learners
- Three Year Advisers per cohort
- Tutorial assistance and learning support
- Opportunities to participate in enrichment, service and social justice initiatives.

Since the formation of the college in 2002 Sydney Secondary College students have excelled in Year 12 examinations in a wide variety of curriculum areas. Blackwattle Bay Campus provides students with the widest possible curriculum choice, including a range of academically challenging Year 12 subjects, specialist VET subjects and access to TAFE and EVET courses. Students may choose from a wide range of traditional academic subjects, Vocational Education frameworks, NESA Endorsed subjects or TAFE courses.

The campus includes a Support Unit which caters for students with physical and intellectual disabilities and autism. It also supports the integration of students with disabilities in mainstream classes. We believe that the diversity of our student body is one of the strengths of Blackwattle Bay Campus.

Student leadership is an important feature of our school. The Ambassador and SRC Program offer a range of opportunities for students to gain valuable leadership skills which will enhance their social and career development. Blackwattle students are encouraged to be responsible, respectful and productive members of our society capable of high achievement through individual effort and persistence.

I am very proud of our school's achievements. We are committed to providing our students with the best possible educational experiences to prepare them for a successful and fulfilling future.

Leiza Lewis  
Principal



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## ENROLMENT DATES



Selective Students Applications	24 July
Subject Selection Interviews	3-5 August (Balmain)
Subject Selection Interviews	10-12 August (Leichhardt)
Registered Outside EOI	19 August
Email Confirmation for Yr 11 2022	17 September
New Student Orientation Day	12 November
Taste of Blackwattle Bay Week	15-19 November
Enrolment Night	18 November

## STUDENT WELL BEING

Sydney Secondary College has a common student well being structure across the three campuses. Students, parents and staff have worked together to develop the college's statement of purpose, values, expectations, exit outcomes and behaviour management procedures.

As part of the Wellbeing program, Blackwattle Bay Campus has a number of special event days where staff and students relax and engage in collaborative activities to strengthen staff-student relationships. These days include Diversity Day, Splendour@the Bay and Wear it Purple Day. They are mandatory school days.

## MENTORING

All students at Blackwattle Bay Campus participate in the Campus Mentoring Program. Mentoring is a two-way partnership which may encompass coaching, role modelling, supporting, appraising and encouraging. Students are allocated a Mentor Teacher for the two years and they meet with their group once a fortnight. All students are invited to join the Mentoring online platform to access regular updates on study skills and well being support.

Mentors also assist students in organising their study habits and offer advice on how to balance school work, family life and social events. Mentors encourage students to develop responsibility for their own learning. It is important that a respectful and positive relationship develops between each student and their Mentor Teacher.

Blackwattle Bay Campus uses the services of Elevate Education in delivering a series of workshops to students over the two years at the campus.

## LETTERS OF COMMENDATION

An important part of the school's well being system is the issue of commendation letters. Students are encouraged to use these letters in their personal portfolio as they document many aspects of student progress towards graduation. Commendation letters are issued to students for:

- Academic achievement
- Exemplary participation in school activities
- Consistent application to senior studies
- Citizenship.

## YEAR 11 REPORTING AND COMMITMENT TO LEARNING

Commitment to Learning Statements are prepared once during Term 1 to provide feedback to parents and students of the transition of students to senior studies. The school will use the data from these statements to identify students who may need additional support in their learning. Parents and students will be invited to interview to discuss strategies leading to increased commitment and learning. Detailed course reports are available at the end of Semester 1 and the conclusion of the Year 11 academic year. Parent Teacher interviews will be organised after these reports are published in the Parent Portal. Parent Teacher Interviews are booked via the Parent Portal.

## GOLDEN CARDS

Positive Behaviours for Learning (PBL) is embedded into the school's well being structures. Students can gain Golden Cards for improvements in their attitude and response to learning. Teachers award these cards on a regular basis and students go into a fortnightly draw for rewards.

## COLLEGE LEARNING PLAN

Sydney Secondary College implemented the College Learning Plan in 2021. This plan will support all students to reflect on their academic progress, and set goals in response to their academic reports. All students will be involved in the process which involves a guided reflection of their report and a coaching session with a teacher. The goals set by students and the strategies formulated through this process will be recorded in the student's individual College Learning Plan. This process will occur concurrently with the distribution of academic reports at two points per year.

## ATTENDANCE

It is expected that all students attend school regularly and are present for all classes. The school believes that, as senior students, Blackwattle Bay students need to take responsibility for their own learning. There are, however, procedures in place to assist students who are unable to monitor their own attendance.

If a student is late to school or absent, they should bring a note of explanation. They will swipe in at Student Administration and receive a Late Pass to take to class.

All students who have study periods in the morning need to swipe in at Attendance Kiosks before 10am. Similarly, students who have study periods at the end of the day need to swipe out at Attendance Kiosks before departure. If students do not follow these procedures they will be noted as truants. Deputy Principals monitor attendance closely and provide support when required.

All absences and leave passes are recorded in the Sentral Welfare system. Parents are provided with a code to access the Parent Portal to monitor their child's attendance. Whole school attendance and attendance in all courses are reported on Academic Reports.

## UNIFORM

The Sydney Secondary College and Blackwattle Bay Campus communities, which include students, parents and staff members, have agreed that Blackwattle Bay Campus will have a school uniform.

- Pickles School Wear is our school uniform provider. On Enrolment Night they will be available for sizing and ordering. After this event ordering can either be done at their outlet in Marrickville or online at [www.picklesschoolwear.com](http://www.picklesschoolwear.com). Visit their website to check for opening hours.
- Students are expected to wear full school uniform everyday. There are a number of components to cater for both summer and winter seasons.



# 1 STUDY FOR THE YEAR 12

## 1.1 THE NSW EDUCATION STANDARDS AUTHORITY (NESA) RULES: A BRIEF SUMMARY

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE NSW, it offers students a full range of study areas matching individual abilities, interests and goals.

This is only a brief extract from the Year 12 rules. For the full details on any of the Board's Year 12 rules, a student should look up the details on the NESA web site at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

### To be eligible for a HSC a student must:

- Hold a NSW ROSA or its equivalent or
- Be granted provisional eligibility
- Complete HSC All My own Work or its equivalent, unless Life Skills only
- Sit for and make a serious attempt at required HSC examinations
- Meet the minimum standard of literacy and numeracy within 5 years of starting the HSC.

### In order to receive a HSC a student must:

- Study an approved pattern of Year 11 and 12 courses
- Have a satisfactory record of attendance and application in each course
- Satisfactorily undertake the school's assessment program in each course
- Complete a sufficient number of Year 11 and 12 courses within five examination years.

Year 11 Courses are those usually taken in Year 11 and do not have an external examination.

Year 12 courses are usually taken in Year 12 and end with HSC examinations. The study of Year 12 courses commences in Term 4 of Year 11.

A student must complete the Year 11 course in a subject before undertaking the Year 12 course in that subject. In some circumstances both the Year 11 and 12 component of a subject can be studied in one year.

Vocational Education and Training (VET) courses are not classified as Year 11 or Year 12 and can be studied in either year.

## 1.2 COURSE PATTERNS

Courses are described in terms of "Units". A unit refers to a period of teaching totalling about two hours per week. Most courses are 2 units, i.e. approximately four hours per week. Extension courses of 1 unit value can be taken in a number of subject areas in both Year 11 and 12. Extension courses are designed to build on the content of the 2 unit course and require students to work beyond the 2 unit standard.

### There are two main types of courses:

#### ■ NESA Developed Courses

These courses have a syllabus developed by the NESA. There is a syllabus for each course setting out the objectives, outcomes, structure and content. Courses are classified as Category A or Category B.

In most NESA Developed courses, students throughout the state study the same syllabus and sit for an external examination at the end of the course. Most NESA Developed Year 12 courses,

including the VET Curriculum Framework courses, may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). Students must sit for the optional examination in VET courses to include them in the calculation of the ATAR.

Life Skills courses are NESA Developed courses that are specially designed to meet the needs of students within the context of an individual transition-planning process. They are not examined externally, and do not contribute to an ATAR.

#### ■ NESA Endorsed Courses

Most of these courses available at Blackwattle Bay Campus have syllabuses designed by the NESA to cater for areas of special interest. They contribute to the HSC but do not contribute to the calculation of the ATAR.

## 1.3 REQUIREMENTS FOR THE AWARD OF THE HSC

To receive a Higher School Certificate, a student must satisfactorily complete at least:

- 12 units in a Year 11 study pattern
- 10 units in a Year 12 study pattern

Please note: English is the only compulsory subject for the Higher School Certificate. Both the Year 11 course pattern and the Year 12 course pattern must include:

- At least six units of NESA developed courses
- At least two units of a NESA developed course in English
- At least three courses of two unit value or greater
- At least four subjects
- No more than 6 units of courses in Science.

On satisfactory completion of Year 12, students will receive a HSC credentials:

- The Higher School Certificate Testamur
- The Record of Achievement - The document listing the results of each Year 12 course satisfactorily completed, including Year 12 mark, performance bands and assessment marks
- AQF Certificate in VET courses.

## 1.4 ACCUMULATION OF THE HIGHER SCHOOL CERTIFICATE

Students may accumulate a HSC over a five-year consecutive period. The five-year period will commence in the first year a student attempts HSC examinations or completes a Year 12 VET course.

Students accumulating a HSC will receive a Results Notice for each calendar year of study. The cumulative record will record all Year 11 and 12 courses satisfactorily completed including repeat attempts. The mark of the final attempt on a particular course is the mark counted in the ATAR.

## 1.5 HSC MINIMUM STANDARD

From 2020, students in NSW will need to meet a minimum standard of literacy and numeracy to receive the Higher School Certificate.

Students need to achieve level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Some students with disabilities will be eligible for additional provisions or be exempt.

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

Students will have a number of opportunities to meet the HSC minimum standard when they are ready. This includes two opportunities each year in year 10, year 11, and year 12, and for a few years after school. Students have to meet the HSC minimum standard in reading, writing and numeracy only once. In most cases, these tests will be completed at your 7 to 10 campuses. If a student is not able to demonstrate the minimum standard in Year 11 and 12, they will be supported by the Learning and Support Team to develop the literacy and numeracy skills at the senior campus. Students get two chances a year to pass each test from Year 10 until a few years after the HSC.

## 1.6 ALL MY OWN WORK

To be eligible for the HSC, students must complete HSC: All My Own Work before they submit any work for Year 11 or Year 12 courses, unless they are entered for Year 11 and Year 12 Life Skills Courses.

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. In 2021 Year 10 students will complete HSC: All My Own Work as part of the Week 7 Taste of Blackwattle Bay Week.

## 1.7 LIFE READY CURRICULUM

Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.

Life Ready aims to help prepare senior students to:

- confidently and successfully transition to post-school employment, training or further education as well as participation and independence in the community
- lead healthy, safe and meaningful lives which promote respect, responsibility, enjoyment, inclusion and social justice for self and others.

The six key learning areas are:

- |                              |                              |
|------------------------------|------------------------------|
| 1. Independence              | 4. Sexuality & Sexual Health |
| 2. Mental Health & Wellbeing | 5. Drugs and Alcohol         |
| 3. Relationships             | 6. Safe Travel               |

The content of the school's Life Ready Program is based on the needs and interests of our students. This means each year, Blackwattle Bay Campus develops a program that is relevant to the cohort of senior students. It will be delivered in a flexible manner, predominantly in

- Taste of Blackwattle Bay Week
- Orientation Week, and
- Year 12 Learning Conference.

## 1.8 PATHWAYS TO EMPLOYMENT

Pathways to Employment is a program designed specifically for students who are keen to leave school and enter the workforce before the end of Year 12. These students complete a set pattern of study with a focus on developing work related skills. Subjects include English Studies and Mathematics Standard 1, with both subjects having a focus on developing skills for work. Students also have a choice of school based VET courses and the opportunity to undertake work experience to meet individual needs.

## 1.9 VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) courses teach industry specific skills that are relevant to future study and employment. These are competency based and allow a student to gain both the Year 12 and Australian Qualifications Framework (AQF) qualifications. The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related future study. Students are required to complete a minimum of 35 hours of mandatory work placement for each 2 units of a VET Curriculum Framework course studied.

The VET Curriculum Frameworks are based on Industry Training Packages. The courses from these Frameworks are NESAs developed and provided students study the 240- hour course and undertake the optional written examination, they may contribute to the ATAR. They are all Category B subjects. Blackwattle Bay Campus offers eight VET Frameworks courses. These VET courses require students to pay a course materials fee which is refundable on a pro-rata basis should students discontinue the course. Support services are available to assist with individual student's language, literacy and numeracy needs.

**Full details of each VET Curriculum Framework course delivered at Blackwattle Bay Campus will be issued to students prior to enrolling in courses. Please refer to the VET Curriculum Framework Courses booklet included in this booklet on pages 42 to 51.**

## 1.10 EXTERNAL DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET)

NSW school students in Year 9 to 12 have the option of studying VET courses at school or through TAFE NSW or other training providers. VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration. VET is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or Year 12), as well as a nationally recognised VET qualification (Certificate of Statement of Attainment). Students successfully completing a VET courses will be entitled to credit transfer in other courses in a similar industry after leaving school by providing their qualifications to the Tertiary Institution.

All students studying a VET course must obtain a Unique Student Identifier (USI) and provide this to their training provider at the commencement of the course.

NESA developed Industry Curriculum Framework Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Information and Digital Technology, Human Services, Metal & Engineering, Primary Industries, Retail Services & Tourism, Travel & Events. These courses are Category B courses, mostly count for 4 units of Year 12 credit, include 70 hours of mandatory Work Placement and have an optional Year 12 examination and only one course can be counted in the Australian Tertiary Admission Rank (ATAR).

NESA Endorsed Vocational Education and Training courses are courses based on National Industry Training Packages that are endorsed by the NESA for inclusion as an elective in Year 9 or 10 or in the Higher School Certificate. These courses include Animal Studies, Beauty Therapy, Fashion Design, Hairdressing, Laboratory Skills, Plumbing, Sport and Recreation and many more.



# 1 STUDY FOR THE YEAR 12

These courses mostly count for 4 unit of Year 12 credit, do not count towards the ATAR and do not have an optional Year 12 examination.

- EVET courses are delivered by either a TAFE NSW or a private provider. These courses offer a broader range of subjects and should be closely related to future career or study plans.
- Attendance and progress requirements are very strict for EVET courses. If a student fails to attend some of the course or if they do not satisfactorily complete all work set, they will be determined for the course or may be withdrawn from the course.
- Numbers in these EVET courses will be limited as other schools will also be involved. Most students will only be able to choose one EVET course. If a student is not selected, they will continue to study the six subjects (12 units) chosen to study at school.
- Student commitment – Once a student starts a course they will be expected to commit to completing the course. Students will not be able to change to another course.
- Travel – Students studying EVET courses must organise their own transport arrangements to the TAFE NSW Campus or study venue and make their own way home at the conclusion of the class.
- Proposed timetabling – EVET courses are conducted on different days of the week with most classes in previous years commencing at 1:30pm and ending at 5:30pm on a Tuesday afternoon..

Students will be advised of the application process for EVET courses at the Subject Selection Interview.

EVET NESA Developed courses:

- |                           |                      |
|---------------------------|----------------------|
| ■ Health Services Nursing | ■ Electrotechnology  |
| ■ Tourism                 | ■ Financial Services |
| ■ Automotive Mechanical   |                      |

EVET NESA Endorsed courses:

- |  |                                      |
|--|--------------------------------------|
| ■ Interior Design                      | ■ Early Childhood Education and Care |
| ■ Beauty Services Make Up and Skincare | ■ Baking                             |
| ■ Fitness                              | ■ Hairdressing                       |
| ■ Music Industry Introduction          | ■ Design Fundamentals                |
| ■ Animal Studies                       |                                      |

## 1.11 RECOGNITION OF PRIOR LEARNING (RPL)

A student who has already completed all or part of a vocational course elsewhere, such as TAFE, may have their previous studies and results recognised. The student will not have to repeat that training and assessment. Additionally, if through previous work or life experiences a student has already developed high level skills in this course area, these may also be able to be recognised. The teacher or VET coordinator can provide more details of the recognition process.

## 1.12 AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

This will not apply to all students. About 30% of all students who sit for the HSC in NSW go directly to university. Students should consider carefully whether tertiary entrance should influence their choice of subjects. If students are interested in university study immediately after the Year 12, then they must qualify for an ATAR.

In order to be eligible for an ATAR students must complete:

- At least 10 units of NESA developed courses with marks derived from external examinations and, where applicable, school assessments
- At least 2 units of an Year 12 course in English
- At least 3 NESA developed courses of 2 units or greater
- At least 4 NESA developed subjects.

The ATAR will be based on an aggregate of scaled marks, subject to the provision that no more than two units of Category B courses be included.

Category B courses available at Blackwattle Bay Campus include: Business Services, Construction, Entertainment Industry, Financial Services, Hospitality- Kitchen Operations, Hospitality Industry- Food and Beverage, Information and Digital Technology and Retail Services. Other Category B subjects are available from private providers and TAFE NSW.

## 1.13 ASSESSMENT AND REPORTING

The HSC is based on a standards referenced approach. Student performance will be assessed and reported against standards of achievement established for each course. School based assessment tasks will constitute 50% of the Year 12 mark. The other 50% 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. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The Band 6, from 90 to 100, will correspond to the highest level of achievement.

## 1.14 DELIVERY

There are a number of modes for course delivery including:

- **Blackwattle Bay Campus**  
A wide variety of courses and subject combinations are available at Blackwattle Bay Campus. Students have a range of courses from which to choose their senior studies program. Staff from the two 7 - 10 campuses may deliver courses at the Blackwattle Bay Campus.
- **Blackwattle Bay Campus** operates extended days and some classes operate until 4.13pm.
- **TAFE NSW**  
Students from Blackwattle Bay Campus can include in their courses that are studied at TAFE Stage 6 Pathway and other providers. These VET courses are dual accredited, giving both Year 12 and AQF qualifications and advanced standing for further study at TAFE. Students may select courses from a number of campuses. All courses run in 4 hour sessions one afternoon a week.

## 1.15 ENROLMENT PROCEDURES IN YEAR 11 AT BLACKWATTLE BAY CAMPUS OF THE SYDNEY SECONDARY COLLEGE

The SSC Senior Course Guide for Year 11 in 2022 details course information. This booklet will be distributed throughout the College at the end of Term 2. Students and parents are advised to read this booklet carefully and in detail to assist them to select the most suitable Year 12 pathway.

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus



The subjects selected by students should be determined by many factors, including past performance in subjects, interests, talents and future career interests, including prerequisite subjects for university or TAFE study.

In 2021, Year 10 students will receive support and guidance in selecting the most suitable study pattern for 2022-23. Head Teachers at Balmain and Leichhardt Campuses will deliver sessions on course descriptions and make recommendations for all students on the suitability of levels in English and Mathematics. In week 4 and 5 students will attend Subject Selection Interviews where College Staff will be available to support students and their families in the decision-making process. Students will be required to bring a copy of their most recent school report. Specialist staff from TAFE NSW and SBAT will also be available during these times. Parents will receive detailed information on booking interview times.

### 1.16 ENROLMENT PROCEDURES FOR STUDENTS OUTSIDE SYDNEY SECONDARY COLLEGE

- There will be a limited number of places available in 2022 for students not presently enrolled at Balmain and Leichhardt Campuses. Students interested in accessing a place should contact the Enrolment Officer on 9660 5688.
- Students will need to submit the Subject Selection Form detailing their proposed subject choices. They must also include a cover letter and other documents to support their application. A copy of their most recent school report must accompany their application. Applicants will be advised before the end of Term 3 if places are available at Blackwattle Bay in 2022, subject to a successful interview.
- Students from outside Sydney Secondary College may be placed on a waiting list as there will be limited positions available in Year 11 2022.

### 1.17 ENROLMENT PROCEDURES FOR SELECTIVE PLACES AT BLACKWATTLE BAY CAMPUS

Sydney Secondary College is a partially selective high school which means they have a selective student intake as well as community-based students. Applications for entry to selective high schools in Year 11 in 2022 will open on 21 June and close on 24 July.

The downloadable application form is available at <https://schoolsequella.det.nsw.edu.au/file/fa2e1086-e72f-4399-8944-5a9cd2e15c96/1/ss-appack-8-12.pdf>

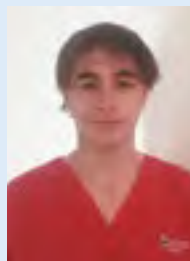
Students wishing to apply for a selective placement at Blackwattle Bay Campus must complete the application form and include documents to support their application including, school reports, awards, results in external based programs and involvement in the wider school community.

### 1.18 ENROLMENT PROCEDURES FOR INTERNATIONAL STUDENTS AND STUDY ABROAD STUDENTS

Blackwattle Bay Campus accepts a number of International Students and Study Abroad students to add to the diversity of the campus. We are able to offer highly experienced teaching in the area of English EAL/D. We work closely with the DE International Students Centre. Detailed information can be found at [www.decinternational.nsw.edu.au/study/schools/international-students](http://www.decinternational.nsw.edu.au/study/schools/international-students)

## JOSH RAWSTHORNE

### Human Services Nursing Course



My name is Josh, and I am currently in Year 12. I am doing Biology, English, Maths PDHPE and the Vocational Education and Training (VET) course known as Human Services Assistance in Nursing. Blackwattle Bay has a wide variety of VET and EVET courses available for all students depending on their pathway in life. These courses offered qualifications/experience for students to become job ready as soon as they leave school. The aforementioned VET

course, Human Services Assistance in Nursing, is a great VET course to study due to its friendly staff, great teaching methods, hands on experiences, heavy yet rewarding workloads, the ATAR optionality and giving the student the responsibility of their learning. For all these reasons and more this course is very competitive to get into.

#### Course info:

- The course is taught by two nurse educators who are incredibly knowledgeable in the medical field due to their years of experiences. These two conduct the lectures and the hands-on workshops throughout the two years of enrolment at the Rozelle Campus just along Balmain Road, meaning it is very accessible via public transport.
- The teaching method used at Rozelle is vastly different to regular schooling methods, it revolves around 'competent' meaning you've completed the work to a certain standard or 'not yet competent' meaning you haven't met the required standard yet. There is no failing regular work because you can just redo the work till you understand it better.
- The main allure of this course is the hands-on experience you receive. The course requires 80 hours of placement at RPA, Balmain or Concord hospital. Placement ranges over 2 weeks in the school holidays with 8-hour days Monday to Friday.

I chose to go to 6EA at RPA which is a cardiovascular ward. The RPA placement was overseen by my nurse educator teacher and was an amazing experience as I was able to get closer with my fellow students and teachers.

In Year 12 I chose to go to the John Beasley Ward at Balmain Hospital which is a rehabilitation ward. Even though this ward was a little slower than 6EA at RPA I still loved the experience of meeting patients and people I'll never forget (plus my nurse educator teacher gave me a box of chocolates after I finished the week). I highly recommend experiencing the two different hospitals as they will reveal how different hospitals operate and function.

- The workload within the course is quite heavy so I would recommend picking a subject that intersects well with it. Biology and PDHPE look into the human body and how it reacts to diseases. This knowledge will greatly benefit you in better understanding the content.
- This course is ATAR oriented meaning it goes towards your 10 required units to receive an ATAR.
- Another appeal to this course is that it puts all the responsibility on the student. It's up to you to take notes, be up to date with work, get to Rozelle campus on time, get to placement on time and maintain a high attendance.



QUALITY



OPPORTUNITY



DIVERSITY



## ELLA POWDITCH

*My Cabinet of Curiosities*

### Sculpture

On the cusp of the scientific discoveries of the 18th century, Cabinets of Curiosities were a precursor to what we now think of as modern museums. They were personal collections of exotic objects (botany, antiquities, astronomy etc), gathered from around the globe that told a story about the world and its history. Grounded in my love for order and categorising, the body of work is a stand-alone interactive sculpture that the audience is invited to explore the almost forgotten art of collecting and presenting objects. Whilst it references the scientific method, it also tells a story through themes that resonate personally.

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

## NESA Developed Courses

COURSE	PAGE
Aboriginal Studies	12
Ancient History	12
Biology	13
Business Studies	14
Chemistry	14
Chinese Beginners	15
Chinese and Literature	16
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# SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

## 1 What will I be doing in this course?

- Studying a Vocational Education subject at school, TAFE or private registered training organisation.
- Understanding paid work for a minimum of 100 days over two years of the higher school certificate. This can include one school day each week plus a few days in the school holidays or it can be out of school hours, after school or at weekends.

## 2 What should I be able to do at the end of this course?

- Continue with the second year of an apprenticeship in your chosen career area
- Continue employment with the traineeship employer
- Go into other employment as an experienced employee
- Go on to study at university or TAFE and have the qualifications to get a full time or part time job.

## 3 What else do I need to know about this course?

- Go to [www.sbatinnsw.info](http://www.sbatinnsw.info) to find out details of all the traineeships available
- Talk to your Careers Advisor and the School Trainee Coordinator for the individual details about the traineeships you are interested in
- You need to have a clear idea about what you want to achieve and be prepared to do the paid work as well as keep up with your other school subjects.
- You must select Industry Based Learning.

## 4 How will this course help me in the future?

- Get a head start in a career
- Be an experienced employee with good work skills
- It can help a student to stay at school for the higher school certificate because it gives a clear goal to work towards.

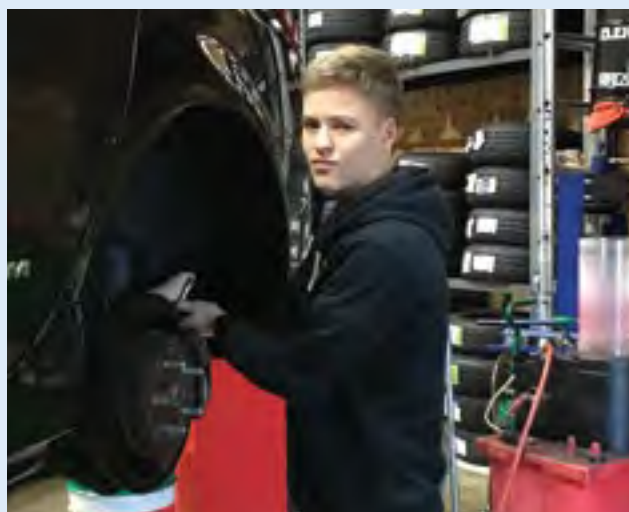


The course descriptions that follow are intended as a guide to help students select their subjects. Classes can only be formed where sufficient students select the particular course.

The fact that a course is listed here is not a commitment to run the course in a particular year.

## NATHAN LENNOX

Year 11 Student 2021



My name is Nathan Lennox and I am a Year 11 student completing a School Based Apprenticeship as part of my HSC studies at Blackwattle Bay.

I am currently doing a school-based apprenticeship in light vehicle technologies. My course allows me to work on most light vehicles such as sedans, utes and hatchbacks. This isn't the only mechanics course you can do - there is also a mechanics course for motorbikes and a course for heavy vehicles such as trucks and buses. If mechanics is not your area of interest there are many other options in a range of industries.

I found out about school-based apprenticeships through my brother who told me there was an option through school to work and study for an apprenticeship and a trade. I was able to secure an employer and was signed up as an apprentice. I have always had a passion for cars and found that my enjoyment of Maths in Years 7 – 10 transferred across to my TAFE course. If you are already thinking of doing a trade when you are older a school-based apprentice is an excellent choice - not only do you start work on a trade qualification at TAFE, you also start paid employment as an apprentice while you are still at school. You are then able to complete your apprenticeship working full time when you finish school.

When doing a school-based apprenticeship you will work one full day a week - usually from 8.00 to 4.00 and go to TAFE on another day of the week from 8.30 to 4.00. You attend school on the other 3 days of the week and need to catch up on missed work which can be challenging. If you are considering doing a school-based apprenticeship, it is important to consider that it is an increase in workload as you have to complete the schoolwork that you miss during the days that you work. Even though this might be hard, if you believe that starting an apprenticeship is right for you and you are a motivated student this pathway is an excellent choice and I would encourage anyone who has an interest in doing a trade to participate.



QUALITY



OPPORTUNITY



DIVERSITY

# 3 NESA DEVELOPED COURSES

## ABORIGINAL STUDIES

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	HSIE

### What will I be doing in this course?

**The Year 11 course** focuses on Aboriginal people's relationship with the Land, Aboriginal heritage and identity and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves a mandatory local community case study.

#### The Year 11 course topics:

- Part I: Aboriginality and the Land (20%)
- Part II: Heritage and Identity (30%)
- Part III: International Indigenous Community: Comparative Study (25%)
- Part IV: Research and Inquiry Methods: Local Community Case Study (25%)

Year 12 course provides for an in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and International Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

#### The Year 12 topics:

- Part I: Social Justice and Human Rights Issues (50%)
  - Global Perspective(20%) AND
  - Comparative Study ( 30%)
- Part II: Case Study of an Aboriginal community for each topic (20%)
  - Aboriginality and the Land
  - Heritage and Identity Methods- Major Project (30%)

### What should I be able to do at the end of this course?

- Understand significant issues related to Aboriginal peoples
- Investigate issues from a variety of sources including the use of information technology
- Conduct fieldwork including community consultation
- Analyse and evaluate information from a variety of perspectives
- Communicate information effectively using a variety of media
- Develop informed and responsible values and attitudes about: social justice, intercultural understanding and empathy with Aboriginal peoples' experiences and views and ethical practices.

### How will this course help me in the future?

The knowledge, skills and competencies developed in Aboriginal Studies are useful in courses studied at university and TAFE NSW, the world of work and for everyday life.

They are particularly applicable to law, policing, teaching, medicine, nursing, environmental studies, travel and tourism, communications, social work and journalism.

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

### What else do I need to know about this course?

This subject involves a Major Project. This represents 40% of the internal assessment. This includes 15% for a student log book.

## ANCIENT HISTORY

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12 AND AN OPTIONAL 1 UNIT YEAR 12 EXTENSION

Type	ATAR	Faculty
BDC	A	HSIE

### What will I be doing in this course?

The Year 11 course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

- Part I: Introduction
  - Investigating the Past: History, Archaeology and Science
  - Case Studies (at least ONE)
- Part II: Studies of Ancient Societies, Sites and Sources
  - At least TWO study of ancient societies, sites and sources
- Part III: Historical Investigation
  - The investigation can be integrated into any aspect of the Year 11 course or completed as one project, individually or as part of a group

#### The Year 12 course comprises a study of:

- Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum (25%)
- Part II: ONE Ancient Society (25%)
- Part III: ONE Personality in Their Time (25%)
- Part IV: ONE Historical Period (25%)

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

- 1 Egypt
- 2 Near East
- 3 Greece
- 4 Rome

The Year 12 History Extension Course involves the study and evaluation of the ideas and processes used by historians to produce history. In Part 1 (60% of the course), students investigate the question, 'What is history?' through readings compiled in a source book and through one case study. In Part II (40%), student's design, undertake and communicate a personal historical inquiry. Students must have successfully completed the Year 11 Course and be currently studying a Year 12 Course in either Modern or Ancient History to attempt the Extension and must have good research skills and an independent approach to learning to be successful.

### What should I be able to do at the end of this course?

- Collect, analyse and organise information
- Communicate ideas and information clearly in both written and oral forms
- Plan and organise activities
- Work with others as part of a team
- Use appropriate information technologies
- Understand the influence of the ancient past on the present and the future



- Understand, value and respect different viewpoints, ways of living, beliefs and languages.

### How will this course help me in the future?

Skills developed in the study of Ancient History are useful in a range of courses studied at university and TAFE NSW as well as in the workforce and everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism. A high level of achievement in Ancient History is a good indicator of success at tertiary level in a wide range of courses. Year 12 History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.

## BIOLOGY

ATAR A

### 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	SCIENCE

### What will I be doing in this course?

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

The Year 11 course introduces students to the study of microbiology and the tools that scientists use in this field, allows students to examine the relationship in multicellular organisms between transport systems, investigate adaptations of organisms that increase the organism's ability to survive in their environment and to engage in the study of past ecosystems and create models of possible future ecosystems.

#### The Year 11 course covers:

- Cells as the basis of life
- Organisation of living things
- Biological diversity
- Ecosystem dynamics.

The Year 12 course builds on the Year 11 course and allows students to expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity, investigate how the processes of inheritance and evolution are applied, examines the treatment, prevention and control of infectious disease and study non-infectious disease and disorders, including their causes and effects on human health.

#### The Year 12 course covers:

- Heredity
- Genetic change
- Infectious disease
- Non-infectious disease and disorders.



### What else should I know about this course?

The course consists of a focus of 60% of the syllabus on working scientifically skills and 40% on knowledge and understanding. Both the Year 11 course and the Year 12 course require a depth study to be completed as part of the course. 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 the syllabus.

Practical experiences should occupy a minimum of 35 hours and depth studies a minimum of 15 hours of teaching time in both the Year 11 and 12 course and these will be assessed in practical exams and assignments.

The study of Biology requires students to have a strong background in science in Year 10. It is a demanding subject requiring a solid foundation in this subject and a strong commitment to study.

### What should I be able to do at the end of this course?

- Understand and critically appraise biological information
- Collect, analyse and organise information
- Apply skills in observation, manipulation and experimental design
- Work effectively as an individual and as a team member
- Appropriately use terminology and reporting styles to communicate information
- Solve problems relating to key biological concepts.

### How will this course help me in the future?

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.



QUALITY



OPPORTUNITY



DIVERSITY

# 3 NESA DEVELOPED COURSES

## BUSINESS STUDIES ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	HSIE

### What will I be doing in this course?

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

#### In the Year 11 course students study:

- Nature of Business
- Business Management
- Business Planning

#### The Year 12 course students study:

- Operations
- Marketing
- Finance
- Human Resources

### What should I be able to do at the end of the course?

Each topic in the Business Studies syllabus addresses the knowledge and understanding objectives:

- The nature, role and structure of business
- Internal and external influences on business
- The functions and processes of business activity
- Management strategies and their effectiveness

### Students address the skills objectives by investigating the following issues:

- Competitive strategy
- Coordinating key business functions and resources
- Globalisation
- Role of government
- Corporate social responsibility

### How will this course help me in the future?

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and TAFE NSW as well as in the workforce and everyday life. There are opportunities for students to gain credit transfer in certificate and diploma courses at TAFE NSW. Business Studies helps to prepare students for employment and full and active participation as citizens.

## CHEMISTRY ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	SCIENCE

### What will I be doing in this course?

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

In the Year 11 course students analyse trends and patterns in relation to the properties of pure substances, are introduced to the quantitative nature of chemistry, study how chemicals react and investigate factors that initiate and drive a reaction.

#### The Year 11 course covers :

- Properties and structure of matter
- Introduction to quantitative chemistry
- Reactive chemistry
- Drivers of reactions

The Year 12 course builds on the Year 11 course and allows students to expand their knowledge and understanding of the scientific method. Students will understand that scientific knowledge enables scientists to offer valid explanations and make reliable predictions, analyse how and why the definitions of both an acid and a base have changed over time, focus on the principles and applications of chemical synthesis in the field of organic chemistry and investigate a range of methods used to identify and measure quantities of chemicals.

#### The Year 12 course covers :

- Equilibrium and acid reactions
- Acid/base reactions
- Organic chemistry
- Applying chemical ideas

### What else should I know about this course ?

The course consists of a focus of 60% of the syllabus on working scientifically skills and 40% on knowledge and understanding. Both the Year 11 course and the Year 12 course require a depth study to be completed as part of the course. 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 the syllabus. Practical experiences should occupy a minimum of 35 hours and depth studies a minimum of 15 hours of teaching time in both the Year 11 and 12 course and these will be assessed in practical exams and assignments.

The study of Chemistry requires students to have a strong background in science and mathematics in Year 10. It is a demanding subject requiring a solid foundation in these subjects and a strong commitment to study.



## What should I be able to do at the end of this course?

- Understand and critically appraise basic concepts of chemistry
- Apply experimental skills in observation, manipulation, measurement, and experimental design
- Use computers and data loggers to access information
- Appropriately use terminology and reporting styles to communicate information
- Work effectively as an individual and as a team member

## How will this course help me in the future?

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. 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.

### CHINESE BEGINNERS

ATAR A

### 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	Languages

Exclusions: Chinese Continuers, Chinese and Literature, Chinese in Context. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

## What will I be doing in this course?

In the Year 11 course, students are introduced to the pinyin system and characters, and the topics and language items of the Higher School Certificate course. In the Year 12 course, students will continue to develop their knowledge and understanding of Chinese and the material and topics of the Year 11 course in greater depth, developing students' speaking, listening, reading and writing skills. There will be a greater emphasis on manipulating and combining elements introduced in the Year 11 course and on mastering prescribed characters. No knowledge of Chinese is required. Students who select this course should be beginners. The main topics covered are: family life; home and neighbourhood; people, places and communities; education and work; friends, recreation and pastimes; holidays, travel and tourism; future plans and aspiration. The prescribed topics will be studied from two interdependent perspectives: the personal world and the Chinese-speaking communities.

## What should I be able to do at the end of the course?

- Use Chinese to communicate with others
- Understand and appreciate of the cultural contexts in which Chinese is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between Chinese and/or other languages
- Develop cognitive, learning and social skills
- Apply Chinese to work, further study, training or leisure

## How will this course help me in the future?

As Australia develops further commercial and cultural links with China, knowledge of Chinese is becoming extremely valuable. Learning Chinese language and culture will make young Australians more employable here and internationally, in such industries as hospitality, tourism, finance and trade or in a teaching or academic career.



## MAX RALPH

### Noir Birds

### HSC 2020 | Drawing

I am interested in drawing both film noir gangster films and birds, so my body of work combines these interests. I have inserted birds into various film noir scenes, dressed as characters from those scenes. I have used different lighting settings in the scenes, with environments ranging from well-lit to almost completely dark. In this work I focused on improving my tonal drawing skills. Over the course of creating my work, my skills and knowledge around effectively creating tonal drawings progressed much further than I expected.



QUALITY



OPPORTUNITY



DIVERSITY

# 3 NESA DEVELOPED COURSES

## CHINESE AND LITERATURE ATAR A 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	Languages

Prerequisites: School Certificate Chinese or equivalent knowledge is assumed.

Exclusions: Chinese Beginners, Chinese in Context, Chinese Continuers.

### What will I be doing in this course?

In the Year 11 and 12 courses Students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues. Students will also gain an insight into the culture and language of Chinese-speaking communities through the following prescribed themes:

- The Individual and The Community
- Global Issues
- Perspective on Identity
- Youth Culture

### What should I be able to do at the end of the course?

- Use Chinese to communicate with others- all spoken exchanges are conducted in Putonghua
- Understand and appreciate the cultural contexts in which Chinese is used
- Reflect on my own culture
- Understand language as a system
- Make connections between Chinese and/or other languages
- Develop cognitive, learning and social skills
- Apply Chinese to work, further study, training or leisure

### How will this course help me in the future?

As Australia develops further commercial and cultural links with China, abilities of moving between these two cultures is becoming extremely important and valuable. This course will provide students a chance to understand themselves and their own culture by comparing Chinese and Australian cultures. Moreover, it will help students to gain deep knowledge and develop higher-order thinking skills, which are crucial for their future development in this globalized world.

## CHINESE CONTINUERS ATAR A 2 UNITS IN EACH OF YEAR 11 AND 12 AND AN OPTIONAL 1 UNIT YEAR 12 EXTENSION

Type	ATAR	Faculty
BDC	A	Languages

Prerequisites: 100 hours in Year 9 and 10 Chinese or equivalent knowledge is assumed. Candidates should have basic reading and writing skills and be able to understand simple conversation.

Exclusions: Chinese Beginners, Chinese in Context, Chinese and Literature.

### What will I be doing in this course?

The Year 11 and 12 courses have, as their organisational focuses, themes and associated topics. Students' skills in and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts. The themes are The Individual, Chinese-Speaking Communities and The Changing World. Students' language skills are developed through tasks such as conversation, responding to an aural stimulus, responding to a variety of written material, writing for a variety of purposes and studying Chinese culture through texts.

### What should I be able to do at the end of the course?

- Use Chinese to communicate with others
- Understand and appreciate the cultural contexts in which Chinese is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between Chinese and/or other languages
- Develop cognitive, learning and social skills
- Apply Chinese to work, further study, training or leisure

### How will this course help me in the future?

As Australia develops further commercial and cultural links with China, knowledge of Chinese is becoming extremely valuable. Learning Chinese language and culture will make young Australians more employable here and internationally, in such industries as hospitality, tourism, finance and trade or in a teaching or academic career.

## CHINESE IN CONTEXT ATAR A 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	Languages

Prerequisites: School Certificate Chinese or equivalent knowledge is assumed.

Exclusions: Chinese Continuers; Chinese and Literature; Chinese. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

### What will I be doing in this course?

In the Year 11 and 12 courses, students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues. Students will also gain an insight into the culture and language of Chinese-speaking communities through the following prescribed issues:

- Young people and their relationships
- The changing nature of work
- The individual as a global citizen
- Traditions and values in a contemporary society
- Chinese identity in the international context

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

## What should I be able to do at the end of the course?

- Communicate with others to exchange meanings in Putonghua and/or written Chinese
- Understand and appreciate the cultural contexts in which Chinese is used
- Reflect on my own culture and strengthen my sense of identity
- Understand language as a system
- Make connections between Chinese and English and between my heritage culture and other cultures
- Develop cognitive, learning and social skills
- Apply Chinese to work, further study, training or leisure

## How will this course help me in the future?

As Australia develops further commercial and cultural links with China, the ability to move between these two cultures is becoming extremely important and valuable.

This course will provide students a chance to understand themselves and their own culture by comparing Chinese and Australian cultures. Moreover, it will help students to gain deep knowledge and develop higher-order thinking skills, which are crucial for their future development in this globalized world.

## COMMUNITY AND FAMILY STUDIES 2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	PDHPE

## What will I be doing in this course?

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.

### In the Year 11 course students undertake three mandatory modules:

- Resource Management
- Individuals and Groups
- Families and Communities

### In the Year 12 course students undertake three mandatory modules:

- Research Methodology
- Groups in Context
- Parenting and Caring

### and specialise in one of the following options:

- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work

Students will carry out research in the form of an **Independent Research Project** which is internally examined and forms **20% of the Year 12 assessment mark**.

## What should I be able to do at the end of this course?

Community and Family Studies aims to develop in each student the ability to manage resources and take action to support the needs of individuals, groups and families in Australian society and develop skills in critical thinking and management. Students will develop skills in critical thinking and research methodology.

## How will this course help me in the future?

This course has particular application in careers such as Business Management, Human Resource Management, Teaching, Social Work, Nursing, Counselling and Marketing.

## DESIGN AND TECHNOLOGY 2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	TAS

## What will I be doing in this course?

Students study design processes, design theory and factors in relation to design projects. In the Year 11 course students study designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques. It includes the completion of at least two design projects. The Year 12 course studies innovation and emerging technologies, including a case study of innovation. The study of designing and producing culminates in the development and realisation of a Major Design Project and the presentation of a case study. The project folio includes a project proposal and management, project development and realisation and project evaluation.

## What should I be able to do at the end of the course?

- Understand design theory and process
- Understand and appreciate the interrelationship of design, society and the environment
- Understand innovation and entrepreneurial activity in a range of contexts
- Apply skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities
- Demonstrate knowledge and understanding about current and emerging technologies in a variety of settings.

## How will this course help me in the future?

Design and Technology provides pathways to employment and further education. It may lead to careers in a range of design fields including industrial design, graphic design, architecture, advertising, marketing and business management.

## What else should I know about this course?

The Major Design Project undertaken in the Year 12 course represents 60% of the final HSC mark for this course.

Fee: Approximately \$50 per year

Students are expected to purchase their own materials for the major design project in Year 12.



QUALITY



OPPORTUNITY



DIVERSITY



# 3 NESAS DEVELOPED COURSES

## DRAMA

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	CAPA

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.

### What will I be doing in this course?

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

#### The Year 11 course covers:

- Improvisation, play building, acting
- Elements of production in performance including design: stage, costume, lighting and sound
- Theatrical traditions and performance styles. This involves theoretical study through practical workshops exploring content, styles, movement and dramatic conventions.

#### The Year 12 course covers:

- Australian drama and theatre
- Studies in drama and theatre
- The group performance (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.
- The individual project where students demonstrate their expertise in a particular area. Students choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

### What will I be able to do at the end of the course?

- Make and perform different styles of drama
- Critically study drama and theatre
- Work both independently and with others in groups to plan and organise activities
- Solve problems
- Collect, analyse and organise information and communicate ideas and information

### How will this course help me in the future?

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



The course descriptions that follow are intended as a guide to help students select their subjects. Classes can only be formed where sufficient students select the particular course.

The fact that a course is listed here is not a commitment to run the course in a particular year.

## EARTH AND ENVIRONMENTAL SCIENCE

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	SCIENCE

### What will I be doing in this course?

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

In the Year 11 course students explore science as a human endeavour in relation to the work of geologists, explore the theory of plate tectonics, investigate how the Earth's processes require energy and research how humans use the Earth's resources to maintain life and provide infrastructure.

#### The Year 11 course covers:

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

The Year 12 course builds on the Year 11 course and students will further explore the theory of plate tectonics, the use, development and analysis of seismic data in order to examine significant seismic events, examine the mechanisms and scientific evidence for climate variation and examine how the extraction and disposal of waste can greatly impact on the surrounding environment, affecting the quality and availability of renewable resources such as water and living organisms.

#### The Year 12 course covers:

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

### What else should I know about this course?

The course consists of a focus of 60% of the syllabus on working scientifically skills and 40% on knowledge and understanding. Both the Year 11 course and the Year 12 course require a depth study to be completed as part of the course. 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 the syllabus.

Practical experiences should occupy a minimum of 35 hours and depth studies a minimum of 15 hours of teaching time in both the Year 11 and 12 course and these will be assessed in practical exams and assignments.

The study of Earth and Environmental Science requires students to have a strong background in science in Year 10. It is a demanding subject requiring a solid foundation in this subject and a strong commitment to study.

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

## What should I be able to do at the end of this course?

- Understand and critically evaluate basic concepts about the environment
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member

## How will this course help me in the future?

The course provides the foundation knowledge and skills required to study Earth and Environmental Science after completing school, and supports participation in careers in a range of related industries. The application of Earth and Environmental Science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

## ECONOMICS

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
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BDC	A	HSIE
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## What will I be doing in this course?

Economics provides an understanding of many aspects of the economy and its operation, which are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course. At least one report in each of the Year 11 and the Year 12 courses must be the result of collaborative work.

### The Year 11 course covers:

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

### The Year 12 course covers:

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

## What should I be able to do at the end of the course?

- Demonstrate effective economic thinking that contributes to responsible, competent decision-making in a changing economy
- Investigate and engage in effective analysis and evaluation of economic information
- Communicate economic information, ideas and issues in appropriate form
- Explain the role of government in economic management
- Identify and explain current economic issues

## How will this course help me in the future?

Economics is recommended study for anyone contemplating a career in accountancy, business, industrial relations, management, advertising, marketing, real estate or administration. The successful study of Economics will give credit transfer to a range of Business courses at Sydney TAFE as well as being recommended study for university study in a business related field. It would also be valuable to those individuals who wish to be self-employed.



QUALITY



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## 3 NESA DEVELOPED COURSES

### ENGINEERING STUDIES

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	TAS

#### What will I be doing in this course?

Both Year 11 and 12 courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics and the scope of the profession. Students study Engineering by investigating, a range of applications and fields of engineering.

**In the Year 11 course**, students undertake the study of 4 compulsory modules:

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

**In the Year 12 course**, students undertake the study of 4 compulsory modules:

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

**Particular course requirements** - Engineering Report:

- The Year 11 course. Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.
- The Year 12 course. Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Year 11 course and one engineering report from the Year 12 course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

#### What should I be able to do at the end of the course?

- Understand the scope of engineering and the role of the engineer
- Understand engineering principles and appreciate the responsibilities of engineers in society
- Demonstrate communication skills appropriate to engineering practices
- Understand the developments in technology and appreciate their influence on people and engineering practice
- Apply management and problem solving skills in an engineering context
- Apply skills in the application of engineering methodology

#### How will this course help me in the future?

Students who undertake Engineering Studies will have the opportunity to follow professional, vocational and employment pathways. The insight and experience associated with Engineering Studies will provide very useful background for further study of engineering at university and should be combined with the study of high levels of mathematics and science to be especially useful. Those going into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

### ENGLISH ADVANCED

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	ENGLISH

#### What will I be doing in this course?

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. The Year 11 course has one common module with Standard English: Reading to Write and two modules.

**Module A:** Narratives that Shape our World

**Module B:** Critical Study of Literature

**Students are required to:**

- Study a range of text types inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Study texts which are widely regarded as quality literature, including a range of texts written about intercultural experiences and the peoples and cultures of Asia
- Study a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- Study texts with a wide range of cultural, social and gender perspectives
- Support their study of texts with their own wide reading
- A study of reading, writing, listening, speaking viewing and representing as appropriate

The Year 12 course has one Common module with Standard English: Texts and Human Experiences and three modules.

**Module A:** Textual Conversations

**Module B:** Critical Study of Literature

**Module C:** The Craft of Writing (This module may be studied concurrently with the Common module and/or Modules A and/or B)

**Students are required to:**

- Study four prescribed texts, one drawn from each of the following categories: Shakespearean drama, prose fiction, poetry or drama
- Study one related text in the common module
- Study integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Support their study of texts with their own wide reading

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus



## What will I be able to do at the end of this course?

- Students explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.
- Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures.
- They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

## How will this course help me in the future?

- Students study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.
- Through their study of English students can become critical thinkers, and articulate and creative communicators.
- Students extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions.
- Students develop skills in independent, collaborative and reflective learning. These skills form the basis of sound practices for adult life, including the world of work as well as post school training and education.

### ENGLISH STANDARD

ATAR A

### 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	ENGLISH

## What will I be doing in this course?

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. The Year 11 course has one common module with Standard English: Reading to Write and two modules.

**Module A:** Contemporary Possibilities

**Module B:** Close Study of Literature

### Students are required to:

- Study a range of text types inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Study texts which are widely regarded as quality literature, including a range of texts written about intercultural experiences and the peoples and cultures of Asia.
- Study a range of Australian texts, including texts by Aboriginal and/ or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- Study texts with a wide range of cultural, social and gender perspectives
- Support their study of texts with their own wide reading
- A study of reading, writing, listening, speaking viewing and representing as appropriate



The Year 12 course has one Common module with Standard English: Texts and Human Experiences and three modules.

**Module A:** Language, Identity and Culture

**Module B:** Close Study of Literature

**Module C:** The Craft of Writing (This module may be studied concurrently with the Common module and/or Modules A and/or B)

### Students are required to:

- Study three types of prescribed texts, one drawn from each of the following categories: prose fiction, poetry or drama, film or media or nonfiction
- Study one related text in the common module
- Study integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Support their study of texts with their own wide reading

## What should I be able to do at the end of the course?

- Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures
- They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts
- Students study, analyse, respond to and compose texts to extend experience, access information and access its reliability
- This provides students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives

## How will this course help me in the future?

- This course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and difference that make up Australian society
- They develop skills in literacy, and independent, collaborative and reflective learning. These skills form the basis of sound practices for adult life, including the world of work as well as post school training and education.
- The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.



QUALITY



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## 3 NESA DEVELOPED COURSES

### ENGLISH YEAR 11 EXTENSION 1 ATAR A

1 UNIT IN YEAR 11

ENGLISH YEAR 12 EXTENSION 1– 1 UNIT IN YEAR 12

Type	ATAR	Faculty
BDC	A	ENGLISH

Prerequisites:

- English Advanced course
- Year 11 English Extension Course is prerequisite for
- Year 12 Extension Course 1
- Year 12 Extension Course 1 is prerequisite for
- Year 12 Extension Course 2

Exclusions: English Standard; English EALD

#### What will I be doing in this course?

English Extension is designed for students undertaking English Advanced who chose to study at a more intensive level in diverse but specific areas. The course is designed for students with an interest in literature and a desire to pursue a specialised study of English. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts. In the Year 11 course students explore one Module: Texts, Culture and Value. They study one text from the past and its manifestations in one or more recent cultures. Students present a related research project based the reading of a wide selection of texts.

**Students are required to:**

- Study texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and culture of Asia
- Study a range of Australian texts, including texts by Aboriginal and/or Torres strait Islander peoples
- A range and types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- Study integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

In the Year 12 Extension 1 students must complete a common module: Literary Worlds with one elective option. It requires the study of three prescribed texts and at least two related texts.

#### What will I be able to do at the end of the course?

- Effectively respond to a range of texts in a critical and imaginative way
- Understand how context influences the composition of and response to texts
- Foster an appreciation of aesthetic values
- Write critically in a variety of forms

#### How will this course assist me in the future?

- Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions.
- They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.
- They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

### ENGLISH EAL/D ATAR A 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	ENGLISH

Exclusions: English Standard; English Advanced, English Extension 1 and 2. Eligibility rules apply.

#### What will I be doing in this course?

English EAL/D is designed for students from diverse non-English speaking, Aboriginal or Torres strait Islander backgrounds as designated by course requirements. The students engage in a variety of language experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, to enhance their personal, social, educational and vocational lives. Students are provided with opportunities to develop and refine skills in spoken and written English. Explicit and targeted English language instruction throughout the English EAL/D course is delivered in context and at student's point of need in order to assist them in achieving Years 11 and 12 outcomes across the curriculum.

The Year 11 course has three modules:

**Module A:** Language and Texts in Context

**Module B:** Close Study of Text

**Module C:** Texts and Society

**Students are required to:**

- Study a range of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Study texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.
- Study arrange of Australian texts, including texts by Aboriginal and /or Torres Strait islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres strait Islander peoples.
- Study texts with a range of cultural, social and gender perspectives
- Engage in wide reading throughout each module
- Engage in speaking and listening components in each module

The Year 12 course involves the study of 3 modules:

**Module A:** Texts and Human Experience

**Module B:** Language, Identity and Culture

**Module C:** Close Study of Text

Another module Focus on Writing is studied concurrently with the other Modules.

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

### Students are required to:

- Study of at least three types of prescribed texts drawn from the categories of: prose fiction; poetry or drama; film or media or nonfiction
- Include a study of one related text in Module A
- Engage in speaking and listening components in each module
- Engage in wide reading throughout the course

### What will I be able to do at the end of the course?

- Students should be able to participate more effectively in Australian education and society as they are provided with the opportunity to learn Standard Australian English in relevant and challenging contexts.
- Develop creative and critical English language skills
- Develop knowledge, understanding and engagement with literature and other textual forms
- Develop an increased understanding of the diversity and values of Australian and other cultures

### How will this course help me in the future?

This course assists students to develop collaborative and critical thinking skills needed to navigate their way through the 21st century world. It is designed to assist students enhance their personal, educational, social and vocational lives including tertiary study and in the workplace. 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.

## ENGLISH STUDIES

**ATAR B**

### 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	B	ENGLISH

### What will I be doing in this course?

Those students who take English Studies in the 2021 Year 12 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.

**To be eligible for an ATAR, students studying the English Studies course must complete the optional Year 12 examination.**

### In the Year 11 and 12 years students are required to:

- Read, view, listen to and compose a range of print and multimodal texts
- Develop literacy and communication skills for post school options
- Plan, research and present an individual and/or collaborative project
- Develop ICT skills for communication in English
- Experience a range of literary written about intercultural experiences and the peoples and cultures of Asia
- Experience Australian texts, including texts by Aboriginal authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- Experience texts from a wide range of cultural, social and gender perspectives

### What should I be able to do at the end of this course?

- Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape meaning in a variety of forms, modes and media.
- Demonstrate skills in reading, writing, listening, and viewing, using these skills to enrich their lives personally, at work and in society
- Use language accurately effectively and appropriately for a range of purposes
- Demonstrate skills in planning and working both individually and collaboratively, and reflect on learning

### How will this course help me in the future?

Communication skills are essential in all aspects of study and work. This course will enable students to communicate better in all language forms and for a variety of purposes. Students will become flexible and critical thinkers, able to understand and appreciate a variety of cultural heritages. Students will have skills that will be useful throughout adult life.

## FOOD TECHNOLOGY

**ATAR A**

### 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	TAS

### What will I be doing in this course?

In the Year 11 course students will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The 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.

### The Year 11 course covers:

- Food Availability and Selection
- Food Quality
- Nutrition

### The Year 12 course covers:

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

### What else do I need to know about this course?

- A food consumable fee applies to this course.

### What should I be able to do at the end this course?

- To make responsible decisions regarding food choices
- Research and analyse information
- Experiment with, communicate, evaluate and manage resources



QUALITY



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### 3 NESA DEVELOPED COURSES

#### How will this course help me in the future?

This course will provide you with the knowledge, skills and attitudes to undertake further tertiary study at university or TAFE in the areas of Food Science, Dietetics and Food Research and Development.

Fee: Approximately \$120 per year

#### FRENCH BEGINNERS

ATAR A

#### 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	Languages

Prerequisites: No knowledge of French required.

Exclusions: French Continuers, students who speak French at home or have studied French for more than 100 hours in Years 7-10. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA' ACE manual.

#### What will I be doing in this course?

In the Year 11 course, students will begin to develop their knowledge and understanding of French. During this course, students must acquire some knowledge of the French language as a system in order to communicate actively in French, interpret and respond to texts and to create original texts in French for specific purpose; through the integrated use of the four skills: listening, speaking, reading and writing. In the Year 12 course, students will continue to develop their knowledge and understanding of French through these four skills. All topics listed in the syllabus must be studied for the Year 12. Topics previously studied during the Year 11 course will be studied in greater depth for the Year 12 course. The main topics covered in Year 11 and 12 are family life, home and neighbourhood; people, places and communities; education and work; friends, recreation and pastimes; holidays, travel and tourism; future plans and aspirations. No knowledge of French is required. Students who select this course should be beginners.

#### What should I be able to do at the end of the course?

- Use French to communicate with others in a simple manner
- Understand simple spoken and written French
- Understand and appreciate of the cultural contexts in which French is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between French and/or other languages
- Develop cognitive, learning and social skills
- Apply French to work, further study, training or leisure
- Continue my study of French of tertiary level

#### How will this course help me in the future?

The study of French provides students with opportunities for continued learning and for future employment and experience, both within Australia and internationally, in areas such as public relations, commerce, hospitality, education, scientific research, marketing, international relations, media, tourism and in interpreting and translating.

Further to this, the study of a language helps students to move between cultures and experience, value and embrace diversity of culture. Learning a language enhances creativity and facilitates cognitive and intellectual development. Literacy skills in the student's first language and other languages are enhanced by the study of another language. As French is one of the major languages in the world and is spoken in 42 countries, this course will equip students to travel within any French-speaking country.

Knowledge of, and ability to function in, another language is becoming increasingly important in our multi-cultural society here in Australia, as well as on the world stage. Studying French Beginners is a great way to start your language learning journey.

#### FRENCH CONTINUERS

ATAR A

#### 2 UNITS IN EACH OF YEAR 11 AND 12 AND AN OPTIONAL 1 UNIT YEAR 12 EXTENSION

Type	ATAR	Faculty
BDC	A	Languages

Prerequisites: Students have been learning the language as a second (or subsequent) language and typically have studied for 200-400 hours at commencement of Stage 6.

Exclusions: French Beginners

#### What will I be doing in this course?

The Year 11 and 12 courses have, as their organisational focuses, themes and associated topics. Students' skills in and knowledge of French will be developed through tasks associated with a range of texts and text types.

The themes are: The Individual, French-Speaking Communities and The Changing World and the topics include personal identity, relationship, leisure and interests, arts and entertainment, travel and tourism, current issues and the young person's world-youth cultures.. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts. Students' language skills are developed through tasks such as conversation, responding to an aural stimulus, responding to a variety of written material, writing for a variety of purposes and studying French culture through texts.

Students will complete various assessment tasks in the four skills areas as follows: reading and responding, listening and responding, writing in french and speaking in French..

#### What should I be able to do at the end of the course?

- Use French to communicate with others
- Understand spoken and written French in a range of contexts
- Understand and appreciate the cultural contexts in which French is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between French and/or other languages
- Have cognitive, learning and social skills
- Apply French to work, further study, training or leisure
- Continue my study of French at a tertiary level

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

## How will this course help me in the future?

The study of French provides students with opportunities for continued learning and for future employment and experience, both within Australia and internationally, in areas such as public relations, commerce, hospitality, education, scientific research, marketing, international relations, media, tourism and in interpreting and translating.

Further to this, the study of a language helps students to move between cultures and experience, value and embrace diversity of culture. Learning a language enhances creativity and facilitates cognitive and intellectual development. Literacy skills in the student's first language and other languages are enhanced by the study of another language. As French is one of the major languages in the world and is spoken in 42 countries, this course will equip students to travel within any French-speaking country.

Knowledge of, and ability to function in, another language is becoming increasingly important in our multi-cultural society here in Australia, as well as on the world stage. Studying French Continuers is a great way to start your language learning journey.

## GEOGRAPHY

ATAR A

### 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
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BDC	A	HSIE
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## What will I be doing in this course?

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

### The Year 11 course covers:

- Biophysical Interactions: how biophysical processes contribute to sustainable management and
- Global Challenges : the study of geographical issues on a global scale such as population. The Senior Geography Project is a geographical study of the student's own choosing.

The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends.

Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrate the relevance of geographical study.

### The Year 12 course covers:

- Ecosystems at Risk: studies the functioning of ecosystems, their management and protection
- Urban Places is a study of cities and urban dynamics
- People and Economic Activity in a local and global context.
- Key concepts incorporated across all topics are: change environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration



## What should I be able to do at the end of this course?

- Understand the interactions between factors that make up the natural environment and the role of people in environmental change
- Have the skills to observe your surroundings and be able to develop strategies for researching existing knowledge
- Gather new knowledge about the environment and the people who depend on it and through your own research framework
- Communicate knowledge through a wide variety of methods

## What else do I need to know about this course?

Students complete a Senior Geography Project (SGP) in the Year 11 course and must undertake 10 hours of fieldwork in both the Year 11 and 12 courses. Fieldwork reports make up a considerable part of the assessment in both years and attendance and completion of fieldwork are essential, as well as fun.

## How will this course help me in the future?

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



QUALITY



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# 3 NESAS DEVELOPED COURSES

## INDUSTRIAL TECHNOLOGY MULTI-MEDIA ATAR A 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	TAS

Exclusions: Students can only undertake study in **ONE FOCUS AREA** – either Multimedia Technologies or Timber Products and Furniture Technologies.

### What will I be doing in this course?

This is a computer based course which provides students with essential skills needed to enter the exciting world of multimedia. This is a largely practical course involving learning how to design and develop an entire multimedia project incorporating 2D and 3D images, animation, film, sound, text and website design. Students will also study the multimedia industry and the workplace communication within it.

#### Course Description:

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

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

The Focus Areas offered are:

- Multimedia Technology

#### The Year 11 course covers:

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

- Industry Study - structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design - elements and principles, types of design, quality, influences affecting design
- 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 technology
- Production - display a range of skills through the construction of a number of projects
- Industry Related Manufacturing Technology - understanding of a range of materials, processes, tools and equipment, machinery and technologies

#### The Year 12 course covers:

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

- Industry Study
- Major Project, including
  - Design, Management and Communication
  - Production
- Industry Related Manufacturing Technology

### What should I be able to do at the end of the course?

- Understand the key elements in the multi-media industry
- Be able to design and manage projects
- Use a range of workplace communication common to the related industry
- Use and understand a range of industry specific content and production

### How will this course help me in the future?

Students who successfully complete this course will have a rare insight into the workings of the multi-media industry and the occupational opportunities it offers. Students will also have completed a quality multi-media project which they can incorporate into a portfolio to assist in entering the multimedia industry or further study in multi-media.

### What else do I need to know about this course?

The Major Project undertaken in the Year 12 course represents 60% of the HSC mark for this course.

Fee: Approximately \$50 per year

## INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES ATAR A 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	TAS

Exclusions: Students can only undertake study in **ONE FOCUS AREA** – either Multimedia Technologies or Timber Products and Furniture Technologies.

### What will I be doing in this course?

Industrial Technology consists of project work and an Industry Study, which develops a broad range of skills and knowledge, related to the industry focus area - Timber Products. In the Year 11 course, students must design, develop and construct a number of projects. Each project must include a management folio. Also students must undertake the study of an individual business within the industry.

The Focus Areas offered are:

- Timber Products and Furniture Technologies

#### The Year 11 course covers:

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

- Industry Study - structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design - elements and principles, types of design, quality, influences affecting design
- 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 technology
- Production - display a range of skills through the construction of a number of projects
- Industry Related Manufacturing Technology - understanding of a range of materials, processes, tools and equipment, machinery and technologies

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus



### The Year 12 course covers:

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

- Industry Study
- Major Project, including
  - Design, Management and Communication
  - Production
- Industry Related Manufacturing Technology

### What should I be able to do at the end of the course?

- Understand the key elements of the related industry
- Be able to design and manage projects
- Use a range of workplace communications common to the related industry
- Use and understand a range of industry specific content and production

### What else do I need to know about this course?

The Major Project undertaken in the Year 12 course represents 60% of the HSC mark for this course.

Students are expected to purchase their own materials for the Major Design Project.

### How will this course help me in the future?

Industrial Technology gives students knowledge and skills in a particular industry and increases job opportunities in a range of practical occupations.

Fee: Approximately \$120 per year

## INFORMATION PROCESSES AND TECHNOLOGY ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
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BDC	A	TAS
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Exclusions: Computing Applications BEC.

### What will I be doing in this course?

Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

### The Year 11 course covers:

- Introduction to Information Skills and Systems: information systems in context, information processes, the nature of data and information, reasons for digital data representation, social and ethical issues
- Tools for Information Processes: collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, displaying, integration of processes
- Developing Information Systems: traditional stages in developing a system, complexity of systems, roles of people involved in systems development, social and ethical issues

### The Year 12 Course includes:

Project Management: techniques for managing a project, understanding the problem, planning, designing solutions, implementing, testing, evaluating and maintaining

- Information Systems and Databases: information systems, database information systems, organisation, storage and retrieval, other information processes, issues related to information systems
- Communication Systems: characteristics of communication systems, examples of communication systems, transmitting and receiving in communication systems, other information processes in communication systems, managing communication systems, issues related to communication systems
- Option Strands: Students will select TWO of the following options: transaction processing systems, decision support systems, automated manufacturing systems, multimedia systems

### What will I be able to do at the end of this course?

- Understand the key concepts of data information systems
- Understand the interactive nature of effective information based systems
- Be aware of available and emerging information technologies
- Appreciate social and ethical issues associated with information technology such as equity and access, privacy and copyright
- Have communication, personal and team skills to ensure that an information systems solution is appropriate for the needs of the user
- Understand related issues such as project management, documentation and user interface

### How will this course help me in the future?

Students who successfully complete Information Processes and Technology will be competent, confident and discriminating users of information processes and technology. They will appreciate the nature of information, its ethical use and its impact on many aspects of life. They will be well prepared to pursue further education and employment across a wide range of careers.

## INVESTIGATING SCIENCE ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
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BDC	A	SCIENCE
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### What will I be doing in this course?

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

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



### 3 NESA DEVELOPED COURSES

In the Year 11 course students explore the importance of observation and the collection of quantitative and qualitative data in scientific investigations, consider primary and secondary-sourced data and its influence on scientific investigations, recognise that many scientific models have limitations and are modified as further evidence comes to light and examine how complex models and theories often require a wide range of evidence, which impacts on society and the environment.

#### The Year 11 course covers:

- Cause and Effect – Observing
- Cause and Effect – Inferences and generalisations
- Scientific Models
- Theories and Laws

The Year 12 course builds on the Year 11 course and students learn that the experimental method is a dynamic process influenced by initial observations, new evidence, unexpected results or phenomena arising from the investigation, explore the dynamic relationship between science and technology where the continuing advancement of science is dependent on the development of new tools and materials, investigate claims through conducting practical and secondary-sourced investigations and evaluate these based on scientific evidence and explore the impacts of ethical, social, economic and political influences on science and its research.

#### The Year 12 course covers:

- Scientific Investigations
- Technologies
- Fact of Fallacy
- Science and Society

#### What else should I know about this course?

The course consists of a focus of 60% of the syllabus on working scientifically skills and 40% on knowledge and understanding. Both the Year 11 and the Year 12 course require a depth study to be completed as part of the course. 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 the syllabus. Practical experiences should occupy a minimum of 35 hours and depth studies a minimum of 30 hours of teaching time in both the Year 11 and 12 course and these will be assessed in practical exams and assignments.

Investigating Science is the foundation science for all other sciences. If choosing to study a single science subject, Investigating Science is the best option. Investigating Science is the foundation science for all other sciences. If choosing to study a single science subject, Investigating Science is the best option. If students are interested in undertaking the Science Extension 1-unit course in year 12, they should also study Investigating Science in years 11 and 12 as many of the concepts and content are related between the two courses. Investigating Science is a recommended prerequisite course for Science Extension.

The study of Investigating Science requires students to have a strong background in science in Year 10. It is a demanding subject requiring a solid foundation in this subject and a strong commitment to study.

#### What should I be able to do at the end of the course?

- Understand and critically evaluate basic concepts about the scientific method
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member

#### How will this course help me in the future?

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

#### ITALIAN BEGINNERS

ATAR A

#### 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	Languages

Prerequisites: No knowledge of Italian required.

Exclusions: Italian Continuers, students who speak Italian at home or have studied Italian for more than 100 hours in years 7-10. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA ACE Manual.

#### What will I be doing in this course?

In the Year 11 course, students will begin to develop their knowledge and understanding of Italian. During this course, students must acquire some knowledge of the Italian language as a system in order to communicate actively in Italian, interpret and respond to texts and to create original texts in Italian for specific purpose; through the integrated use of the four skills: listening, speaking, reading and writing. In the Year 12 course, students will continue to develop their knowledge and understanding of Italian through these four skills. All topics listed in the syllabus must be studied for the Year 12. Topics previously studied during the Year 11 course will be studied in greater depth for the Year 12 course. The main topics covered in year 11 and 12 are family life, home and neighbourhood; people, places and communities; education and work; friends, recreation and pastimes; holidays, travel and tourism; future plans and aspirations. No knowledge of Italian is required. Students who select this course should be beginners.

#### What should I be able to do at the end of the course?

- Use Italian to communicate with others in a simple manner
- Understand simple spoken and written Italian
- Understand and appreciate of the cultural contexts in which Italian is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

- Make connections between Italian and/or other languages
- Develop cognitive, learning and social skills
- Apply Italian to work, further study, training or leisure
- Continue my study of Italian of tertiary level

### How will this course help me in the future?

The study of Italian provides students with opportunities for continued learning and for future employment and experience, both within Australia and internationally, in areas such as public relations, commerce, hospitality, education, scientific research, marketing, international relations, media, tourism and in interpreting and translating.

Further to this, the study of a language helps students to move between cultures and experience, value and embrace diversity of culture. Learning a language enhances creativity and facilitates cognitive and intellectual development. Literacy skills in the student's first language and other languages are enhanced by the study of another language. As Italian is one of the major languages in the world and is spoken in 42 countries, this course will equip students to travel within any Italian-speaking country.

Knowledge of, and ability to function in, another language is becoming increasingly important in our multi-cultural society here in Australia, as well as on the world stage. Studying Italian Beginners is a great way to start your language learning journey.

## ITALIAN CONTINUERS

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12 AND  
AN OPTIONAL 1 UNIT YEAR 12 EXTENSION

Type	ATAR	Faculty
BDC	A	Languages

**Prerequisites:** Students have been learning the language as a second (or subsequent) language and typically have studied for 200-400 hours at commencement of Stage 6.

**Exclusions:** Italian Beginners

### What will I be doing in this course?

The Year 11 and 12 courses have, as their organisational focuses, themes and associated topics. Students' skills in and knowledge of Italian will be developed through tasks associated with a range of texts and text types.

The themes are: The Individual, Italian-Speaking Communities and The Changing World and the topics include personal identity, relationship, leisure and interests, arts and entertainment, travel and tourism, current issues and the young person's world-youth cultures. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts. Students' language skills are developed through tasks such as conversation, responding to an aural stimulus, responding to a variety of written material, writing for a variety of purposes and studying Italian culture through texts.

Students will complete various assessment tasks in the four skills areas as follows: reading and responding, listening and responding, writing in Italian and speaking in Italian.

### What should I be able to do at the end of the course?

- Use Italian to communicate with others
- Understand spoken and written Italian in a range of contexts
- Understand and appreciate the cultural contexts in which Italian is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between Italian and/or other languages
- Have cognitive, learning and social skills
- Apply Italian to work, further study, training or leisure
- Continue my study of Italian at a tertiary level

### How will this course help me in the future?

The study of Italian provides students with opportunities for continued learning and for future employment and experience, both within Australia and internationally, in areas such as public relations, commerce, hospitality, education, scientific research, marketing, international relations, media, tourism and in interpreting and translating.

Further to this, the study of a language helps students to move between cultures and experience, value and embrace diversity of culture. Learning a language enhances creativity and facilitates cognitive and intellectual development. Literacy skills in the student's first language and other languages are enhanced by the study of another language.

As Italian is one of the major languages in the world and is spoken in 42 countries, this course will equip students to travel within any French-speaking country.

Knowledge of, and ability to function in, another language is becoming increasingly important in our multi-cultural society here in Australia, as well as on the world stage. Studying Italian Continuers is a great way to start your language learning journey.



QUALITY



OPPORTUNITY



DIVERSITY



# 3 NESA DEVELOPED COURSES

## JAPANESE BEGINNERS

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type ATAR Faculty

BDC A Languages

Exclusions: Japanese Continuers, Heritage Japanese, Japanese Background Speakers. Other eligibility rules apply. Check with your teacher or the NESA ACE Manual.

### What will I be doing in this course?

In the Year 11 course, students will begin to develop their knowledge and understanding of Japanese. During this course, students must acquire some knowledge of the Japanese language, as a system, through the six topics suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing. In the Year 12 course, students will continue to develop their knowledge and understanding of Japanese through the four skills. All themes listed in the syllabus must be studied for Year 12. Themes previously studied in the Year 11 course will be studied in greater depth. No knowledge of Japanese is required. Students who select this course should be beginners only. The main topics covered are Family Life, Home and Neighbourhood; People, Places, and Communities; Education and Work; Friends, Recreation and Pastimes; Holidays, Travel and Tourism; Future Plans and Aspirations.

### Eligibility for Beginners courses in languages

Students who have no experience of the language or whose experience is derived solely from 100 hours or less of the language in Stage 4 or 5 are eligible to undertake the Beginners course in this language. No other student is eligible. A Beginners course is a course of study that is intended to cater only for students who have very little or no prior knowledge of the language, either written or spoken, and who wish to take up the study of that language as beginners. Within these guidelines, the Board delegates to the principal the authority to determine a student's eligibility for a Beginners course.

### What should I be able to do at the end of the course?

- Use Japanese language to communicate with others
- Understand and appreciate the cultural contexts in which Japanese is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between Japanese and other languages
- Have developed cognitive, learning and social skills
- Apply Japanese in work, further study, or leisure situations
- Continue my study of Japanese at a tertiary level

### How will this course help me in the future?

As Australia continues commercial and cultural links with Asia, knowledge of Japanese is extremely valuable. There are many career opportunities available including: teaching, tourism and travel, hospitality, commerce and banking, real estate and retail. Importantly, learning a language other than English, assists with cross cultural appreciation and helps build communication and understanding between cultures.

## JAPANESE CONTINUERS

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12 AND AN  
OPTIONAL 1 UNIT YEAR 12 EXTENSION

Type ATAR Faculty

BDC A Languages

Prerequisites: Students have been learning the language as a second (or subsequent) language and typically have studied for 200-400 hours at commencement of Stage 6.

Exclusions: Japanese Beginners, Heritage Japanese, Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA ACE Manual.

### What will I be doing in this course?

The Year 11 and 12 courses have, as their organisational focuses, themes and associated 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 an insight into the culture and language of Japanese-speaking communities through the study of a range of texts. The themes are the individual, Japanese-speaking communities and the changing world. Students' language skills are developed through tasks, such as conversation, responding to aural stimulus, responding to a variety of written material, writing for a variety of purposes and studying Japanese culture through texts. Candidates for this course must have prior knowledge of Japanese. They should have basic reading and writing skills and be able to understand simple conversation.

### Students are eligible for the continuers course if they:

- Have had no more than one year's formal education (at or beyond Year 1 or equivalent level) in the language in a country and/or school where the language is the medium of instruction *and*
- Do not speak or write Japanese at home, or elsewhere outside the classroom, in a sustained manner with a person or persons who have a background in using the language

### What should I be able to do at the end of the course?

- Use Japanese language to communicate with others
- Understand and appreciate the cultural contexts in which Japanese is used
- Reflect on my own culture through the study of other cultures
- Understand language as a system
- Make connections between Japanese and other languages
- Have developed cognitive, learning and social skills
- Apply Japanese in work, further study, or leisure situations
- Continue my study of Japanese at a tertiary level

### How will this course help me in the future?

As Australia continues commercial and cultural links with Asia, knowledge of Japanese is extremely valuable. There are many career opportunities available including: teaching, tourism and travel, hospitality, commerce and banking, real estate and retail. Importantly, learning a language other than English, assists with cross cultural appreciation and helps build communication and understanding between cultures.

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

## LEGAL STUDIES

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
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BDC	A	HSIE
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### What will I be doing in this course?

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and lawmaking, the development of Australian and international legal systems, the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

#### The Year 11 course covers:

- The Legal System
- The Individual and the Law
- The Law in Practice

The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies that consider how changes in societies influence law reform.

#### The Year 12 course covers:

- Crime
- Human Rights
- Additional Focus Studies
- Two Focus Studies are chosen from; consumers, family, global environment, indigenous people, shelter, workplace, world order. Key themes incorporated across all topics are: justice, law & society, culture, values and ethics, conflict and cooperation, continuity and change, legal processes and institutions, effectiveness of the legal system.

### What should I be able to do at the end of the course?

- Use and understand terms used in the legal process
- Recognise legal problems and demonstrate logical reasoning in applying legal principles
- Develop a working knowledge of the Australian legal system
- Understand the evolution of the current legal system
- Evaluate the effectiveness of our legal system

### How will this course help me in the future?

The course is not designed to prepare you for further study in the law but rather prepare you to participate effectively in everyday life. The course is designed to foster intellectual, social and moral development by empowering students to think critically about the role of the law and legal institutions in society. As a consequence of this, legal studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful preparation for further study at Sydney TAFE or university in a range of areas.

## MATHEMATICS STANDARD

ATAR A

2 UNITS IN EACH OF YEAR 11 AND YEAR 12

Type	ATAR	Faculty
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BDC	A	MATHS
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**Mathematics Standard is designed for 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.**

For students who intend to study the Year 11 Mathematics Standard course, the assumption is that they will have engaged with all substrands of Stage 5.1 and with the following substrands of Stage 5.2 – Financial Mathematics, Linear Relationships, Non-Linear Relationships, Area and Surface Area, Volume, Right-Angled Triangles (Trigonometry) and Single Variable Data Analysis, and at least some of the content from the following 5.2 substrands – Equations and Probability.

### What will I be doing in this course?

#### Main Topics covered

#### The Year 11 course covers:

Formulae and Equations, Linear Relationships, Applications of Measurement, Working with Time, Money Matters, Data Analysis, Relative Frequency and Probability.

#### The Year 12 course covers:

Types of Relationships, Non-right-angled Trigonometry, Rates and Ratios, Investments and Loans, Annuities, Bivariate Data Analysis, the Normal Distribution, Network Concepts, Critical Path Analysis.

### What should I be able to do at the end of this course?

The Mathematics Standard Course is focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides 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 Year 12 subjects.

### How will this course help me in the future?

The Year 12 Mathematics Standard course provides a foundation for a broad range of vocational pathways. It provides a foundation for students entering the workforce and/or undertaking further training, and for university courses in some humanities, nursing and paramedical sciences.

### Recognition of Student Achievement in Vocational Education and Training (VET)

Students may have the knowledge and skills that they have developed through the study of the Year 11 Mathematics Standard/ Year 12 Mathematics Standard 1 course recognised by industry and training organisations.

The effect of such recognition is that the student is exempted from certain course requirements and may not have to repeat their learning in courses with **TAFE NSW** [outlined on the Year 12/TAFE Credit Transfer website [www.det.nsw.edu.au](http://www.det.nsw.edu.au)] or other Registered Training Organisations (RTOs). More information about industry training packages can be found on the [training.gov.au](http://training.gov.au) website.



QUALITY



OPPORTUNITY



DIVERSITY

## 3 NESA DEVELOPED COURSES

### MATHEMATICS ADVANCED

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	MATHS

The Year 11 Mathematics Advanced course is designed for students who excelled in the Year 9 and Year 10 Stage 5.3 Mathematics course.

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.

Students must be very competent in Stage 5 Algebra as this is an algebra driven course.

#### What will I be doing in this course?

##### Main topics covered

##### The Year 11 course covers:

Working with Functions, Trigonometry and Measure of Angles, Trigonometric Functions and Identities, Introduction to Differentiation, Logarithms and Exponentials, Probability and Discrete Probability Distributions.

##### The Year 12 course covers:

Graphing Techniques, Trigonometric Functions and Graphs, Differential Calculus, Applications of Differentiation, Integral Calculus, Modelling Financial Situations, Descriptive Statistics and Bivariate Data Analysis, Random Variables.

#### What should I be able to do at the end of this course?

- Have confidence in my ability to do algebraic mathematics, demonstrating an independent and positive approach to mathematics
- Develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society
- Use appropriate logic and algebraic problem solving and reasoning skills to analyse and solve a given problem

#### How will this course help me in the future?

Band 5 or 6 Year 12 results in Mathematics provides the minimum basis for entry into university courses requiring mathematics, including courses in science, engineering, computing, economics and business studies.

Students intending to do tertiary studies should check recommendations for specific courses and specific universities.

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

### MATHEMATICS EXTENSION 1

ATAR A

1 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	MATHS

The Year 11 Mathematics Extension 1 course is designed for students who excelled in the Year 9 and Year 10 Stage 5.3 Mathematics course. Students must be recommended or demonstrate substantial evidence that they have completed and excelled in that course.

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.

Students must be very competent in Stage 5 Algebra as this is an algebra driven course.

#### What will I be doing in this course?

##### Main topics covered

##### The Year 11 course covers:

Further Work with Functions, Polynomials, Inverse Trigonometric Functions, Further Trigonometric Identities, Rates of Change, Working with Combinatorics.

##### The Year 12 course covers:

Proof by Mathematical Induction, Introduction to Vectors, Trigonometric Equations, Further Calculus Skills, Applications of Calculus, The Binomial Distribution.

#### What should I be able to do at the end of this course?

- Have confidence in my ability to do algebraic mathematics, demonstrating an independent and positive approach to mathematics
- Develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society
- Use appropriate logic and algebraic problem solving and reasoning skills to analyse and solve a given problem.

#### How will this course help me in the future?

The course is intended to give students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world.

The course is designed for students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering.

### MATHEMATICS EXTENSION 2

ATAR A

1 UNIT IN YEAR 12

Type	ATAR	Faculty
BDC	A	MATHS

Prerequisites: Students will be invited to do this course at the beginning of Year 12 after excelling at the Year 11 Mathematics Extension 1 course.

Selection in this course is by teacher recommendation.

Year 12 Extension 2 students must also be doing, or have completed, the Year 12 Mathematics Extension 1 course.



## What will I be doing in this course?

Students will be concurrently studying Mathematics Extension 1 and Mathematics Extension 2.

### The Year 12 course covers:

The Nature of Proof, Further Proof by Mathematical Induction, Further Work with Vectors, Introduction to Complex Numbers, Using Complex Numbers, Further Integration, Applications of Calculus to Mechanics.

## What should I be able to do at the end of the course?

- Appreciate the intellectually challenging nature of mathematics and experience success in solving difficult problems
- Approach problems requiring complex and abstract mathematics with a positive, inquiring and self-assured attitude
- Apply complex mathematical techniques to a wide variety of challenging problems
- Have confidence in my ability to do mathematics and enjoy seeing mathematics in the world around me
- Be aware of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society.

## How will this course help me in the future?

The Extension 2 course is a recommended minimum basis for further studies in mathematics as a major discipline at university and for the study of mathematics in support of the physical and engineering sciences.

Mathematics Extension 2 is excellent preparation for tertiary study in mathematics or science based courses.

Students should check recommendations for specific courses.

## MODERN HISTORY

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12 AND  
AN OPTIONAL 1 UNIT YEAR 12 EXTENSION

Type	ATAR	Faculty
BDC	A	HSIE

## What will I be doing in this course?

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

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

### 1. Investigating Modern History

#### (a) The Nature of Modern History

#### (b) Case Studies

Students undertake:

- At least ONE option from 'The Nature of Modern History', AND
- At least TWO case studies

ONE case study must be from Europe, North America or Australia.  
ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Case studies are inquiry-based investigations into historical features, individuals, groups, events or concepts in modern history. They are oriented towards the problems and issues of investigating the past.

Case studies in the Year 11 course are intended to provide students with opportunities to:

- Study the various ways historians investigate and construct the past, the types of questions they ask, the explanations they give and the issues they raise
- Question, analyse and interpret sources

Case studies can provide an historical context within which students learn about relevant methods and issues.

**Case studies must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.**

### 2. Historical Investigation

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

### 3. The Shaping of the Modern World

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.

At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

### The Year 12 course covers:

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

The course comprises a study of:

1. Core Study: Power and Authority in the Modern World 1919–1946
2. ONE 'National Studies' topic
3. ONE 'Peace and Conflict' topic
4. ONE 'Change in the Modern World' topic



QUALITY



OPPORTUNITY



DIVERSITY

### 3 NESA DEVELOPED COURSES

#### What should I be able to do at the end of the course?

- Use historical terms and concepts
- Identify different interpretations of the past
- Discuss key individuals, significant events, groups and ideas in different nineteenth and twentieth century historical investigations
- Gather evidence from a range of primary and secondary sources in response to specific questions about the modern world
- Use available information technology, such as available ICT, to conduct research
- Analyse and evaluate information from a variety of sources
- Communicate clearly about historical events, both orally and in various written forms
- Present the findings of their research and investigations as a member of a group and as an individual
- Appreciate the contribution of historical studies to an understanding of the modern world

#### How will this course help me in the future?

Skills developed from a study of Modern History are useful in a range of courses studied at university and TAFE NSW as well as in the professional and commercial world. They are especially applicable to law, teaching, medicine, communications, social work and journalism. A high level of achievement in Modern History is a good indicator of success at tertiary level in a wide range of courses. Year 12 History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.

#### MUSIC 1 ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	CAPA

Prerequisites: **Music mandatory course (or equivalent). Elective Music in Year 10 is not required. However, the ability to sing or play an instrument is necessary.**

Base level: refers to able to play their instrument aptly

Exclusions: Music 2

#### What will I be doing in this course?

In the Year 11 and 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. Students study three topics in each year of the course. Topics are chosen from a list of 21 topics which cover a range of styles, periods and genres.

In the Year 12 course, in addition to core studies in performance, composition, musicology and aural, students use the three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting composition or musicology electives will

be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work.

#### What should I be able to do at the end of the course?

- Perform at a high level of musicality and technique on their chosen instrument
- Analyse and compare the different styles of contemporary and classical music
- Compose a piece in a variety of contemporary styles
- Demonstrate an understanding of the historic development of contemporary music from jazz to modern pop

#### How will this course help me in the future?

Music 1 provides many of the skills required in the diverse fields of the music industry. Students may progress into music courses at TAFE NSW or university with a good foundation of knowledge and practical skills. Music also provides knowledge and skills to enhance enjoyment of everyday life.

Students are able to apply for B.MUS at UNSW or UWS upon auditioning.

Fee: Approximately \$120 per year

#### MUSIC 2

ATAR A

2 UNITS IN EACH OF YEAR 11 AND 12 AND  
OPTIONAL 1 UNIT YEAR 12 EXTENSION

Type	ATAR	Faculty
BDC	A	CAPA

Prerequisites: **Able to read music. Music Elective in Year 10 or equivalent i.e. Grade 5 minimum AMEB plus Grade 4 musicianship or theory. Outside tuition is very strongly advised.**

Exclusions: Music 1

#### What will I be doing in this course?

In the Year 11 and 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. Students study the Mandatory Topic, Music 1600-1900, in Year 11 and Music of the last 25 Years (Australian focus) in Year 12. In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in performance, composition or musicology. Students selecting composition or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

#### What should I be able to do at the end of the course?

- Perform at a high level of musicality on their chosen instrument
- Analyse the compositional techniques used in a variety of styles, in particular Art Music
- Compose a work in one of the styles found in music of the last 25 years
- Demonstrate an understanding of the historic development of music from the baroque period to music of present day

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- Discuss, with references to a variety of major composers, the development of music in a culture and historic context
- Identify musical directions from scores

### How will this course help me in the future?

Music 2 provides skills required in the diverse fields of the music industry. This course is designed for the academic music student who intends to progress into tertiary music courses at university with a strong foundation of knowledge, analytical and practical skills.

Students who are successful in Year 11 Music 2 may be invited to access the Music Extension course in Year 12.

Fee: Approximately \$120 per year

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION ATAR A

### 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	PDHPE

### What will I be doing in this course?

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, management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options.

#### Core topics:

- Better Health for Individuals
- The Body in Motion

#### Options (two choices)

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

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 studies from a range of choices.

#### Core topics

- Health Priorities in Australia
- Factors Affecting Performance

#### Options (two choices)

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

### What should I be able to do at the end of the course?

Through the study of PDHPE, students will develop:

- Values and attitudes that promote healthy and active lifestyles and communities
- Knowledge and understanding of the factors that affect health
- A capacity to exercise influence over personal and community health outcomes

- Knowledge and understanding about the way the body moves
- An ability to take action to improve participation and performance in physical activity
- An ability to apply the skills of critical thinking, research and analysis

### How will this course help me in the future?

This course would be of particular benefit to anyone wishing to take up a career in the sports sciences, paramedical, nursing, and coaching or physical education teaching.

## PHYSICS ATAR A

### 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	SCIENCE

### What will I be doing in this course?

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

In the Year 11 course students come to understand that scientific knowledge enables scientists to offer valid explanations and make reliable predictions, particularly in regard to the motion of an object, that the rates of change of displacement, velocity and energy are of particular significance, further their understanding of the properties of waves and examine how the analysis of electrical circuits' behaviour and the transfer and conversion of energy in electrical circuits has led to a variety of technological applications.

#### The Year 11 course covers:

- Kinematics
- Dynamics
- Waves and thermodynamics
- Electricity and magnetism

The Year 12 course builds on the Year 11 course and as such develop an understanding that all forms of complex motion can be understood by analysing the forces acting on a system, discover the interactions that take place between charged particles and electric and magnetic fields, explore the developed theories and models about mechanics, electricity and magnetism and the nature of matter and appreciate that the fundamental particle model is forever being updated and that our understanding of the nature of matter remains incomplete.

#### The Year 12 course covers:

- Advanced mechanics
- Electromagnetism
- The nature of light
- From the universe to the atom





## 3 NESA DEVELOPED COURSES

### What else should I know about this course?

The course consists of a focus of 60% of the syllabus on working scientifically skills and 40% on knowledge and understanding. Both the Year 11 and the Year 12 course require a depth study to be completed as part of the course. 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 the syllabus. Practical experiences should occupy a minimum of 35 hours and depth studies a minimum of 15 hours of teaching time in both the Year 11 and 12 course and these will be assessed in practical exams and assignments.

The study of Physics requires students to have a strong background in science and mathematics in Year 10. It is a demanding subject requiring a solid foundation in these subjects and a strong commitment to study. It is advised that students also undertake Mathematics as one of their subjects to complement this course.

### What should I be able to do at the end of this course?

- Understand and critically appraise basic concepts of modern physics
- Apply experimental skills in observation, manipulation, measurement, and experimental design
- Use computers and data loggers to access information
- Appropriately use terminology and reporting styles to communicate information
- Work effectively as an individual and as a team member

### How will this course help me in the future?

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.

#### SCIENCE EXTENSION

ATAR A

#### 1 UNIT IN EACH OF YEAR 12 ONLY

Type	ATAR	Faculty
BDC	A	SCIENCE

### What will I be doing in this course?

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research.

Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal. Students interrogate and refine their ideas of and about science through analysing historic and cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practising research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets.

### The year 12 course covers:

- The foundations of scientific thinking
- The scientific research proposal
- The data, evidence and decisions
- The scientific research report

### What else should I know about this course?

Students must be studying one or more of the science Stage 6 courses, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in year 12 to undertake this subject.

Students who chose to undertake this course must be at the top of their cohort in the other stage 6 science subject/s that they are studying as this is a rigorous and demanding course where students need to be self-motivated and have the ability to work independently and a good work ethic.

It is recommended that students who are looking to undertake this course in year 12 also study the Investigating Science course as there is a strong link between the two. The Investigating Science course feeds directly into the Extension Science course.

### What should I be able to do at the end of the course?

- Have an understanding and appreciation of the methodology philosophy and development of science and its underlying principles.
- Conduct sophisticated research and analysis on areas of scientific interest
- Understand the structure and standard required in the writing of a scientific research article
- Use developed time management skills to undertake tasks with a definitive time frame.

### How will this course help me in the future?

Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries. The study of Science Extension Stage 6 enables students with a passion for science to explore the development of the scientific process over time, undertake high-level authentic scientific research, communicate findings and propose further research.

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## SOCIETY AND CULTURE

2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type ATAR Faculty

BDC A HSIE

### What will I be doing in this course?

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in areas of particular interest to them. A requirement of the course is that the research findings are presented for external assessment in Year 12, in the Personal Interest Project (PIP) which is worth 40% of the external assessment mark.

#### The Year 11 course covers:

- The Social and Cultural World - the interaction between aspects of society and cultures
- Personal and Social Identity - socialisation and coming of age in a variety of social and cultural settings
- Intercultural Communication - how people in different cultures interact and communicate

#### The Year 12 course covers: Core

- Personal Interest Project- an individual research project
- Social and Cultural Continuity and Change-application of research methods and social theory to examine the nature, continuity and change in a selected country

#### Depth studies (Two)

- Popular Culture- interaction between popular culture, society and the individual
- Belief Systems and Ideologies relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion- the nature of social inclusion and exclusion and the implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity- the formation of, and influences on, attitudes and behaviours of groups and their members, including factors influencing conformity, and the role of, and responses to nonconformity

### What should I be able to do at the end of the course?

- Demonstrate an understanding of the knowledge, skills, values and attitudes essential to achieving social and cultural literacy via the examination of the interactions between persons, societies, cultures and environment across time
- Understand and utilise a range of research methodologies (interviews, questionnaires, surveys etc) to understand their social research

### How will this course help me in the future?

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

## CHELSEA SIMPLY

### Year 11 Student 2021



In 2020 I went through the process of selecting my Stage 6 subjects, and after a lengthy process finalised on Mathematics Advanced, English Advanced, Business Studies, VET Entertainment Industry, Industrial-Technology Multimedia and Design and Technology. I am happy to report I am very satisfied with my selection.

In Year 9 and 10, I did quite practical based electives, including Photography and Engineering. This helped narrow down the options on what type of subjects I wanted to do for my senior years. In year 10 I really started thinking about what future career I was interested in and I came to the conclusion I want to do work in the film industry. This was where my journey to finding the best fit subjects started for me.

If you are overwhelmed and are unsure of what subjects to select, then my best advice is to research. I highly recommend looking at different university courses which may suit your interests if university is the pathway you intend doing. I also suggest talking to your teachers, parents, friends asking them for advice on what subjects they think would suitability your ability and interests. The Senior Course Guide and syllabuses on the NESA website are also good resources as they have very detailed information on the courses offered.

As for the subjects that I selected, it's quite clear that I want to head into some creative career. I always knew that I was going to select Industrial Technology-Multimedia mainly due to the fact that it is closely aligned to my future pathways. IT Multimedia is a computer-based course that is very practical and it mainly involves using and combining different media formats (text, audio, animation etc) to create a project.

Design and Technology is another design course I am doing. This course is also quite practical in a way that involves a lot of hands-on activities. You learn a lot about the design processes and you work with many different mediums whether that's 3D printing or woodwork to create an end product. This course, in my opinion, allows for a lot of creative freedom as you get to design any product imaginable, using whatever materials you want. So, I have two major project subjects and the faculties at Blackwattle Bay Campus recommend all students do no more than 2 major works- as the NESA due dates are all within a short time frame.

VET Entertainment Industry is a Vocational course, which focuses on the technician aspects of the industry. delivered at our Campus. Assessments are competency based meaning you do not get a "grade". Instead you get marked for achieving a competency and you are allowed to redo until you can demonstrate you are competent. The HSC exam is optional and the subject can be counted in the calculation of an ATAR. The other distinguishing feature of this course is mandatory work placement. Past students have completed their work placements at theatres and TV studios.

I also selected Business Studies as I thought it would be very useful to understand how a business works and to then use that knowledge to hopefully create a small film business in the future. Remember, it's ok if you don't know what to do in the future but it's still important to start now rather than later and always choose subjects that you are most interested in. Good luck in your selection process.

# 3 NESA DEVELOPED COURSES

## What else do I need to know about this course?

This subject involves a Major Project (Personal Interest Project). This represents 40% of the external assessment mark.

## SOFTWARE DESIGN AND DEVELOPMENT 2 UNITS IN EACH OF YEAR 11 AND 12

ATAR A

Type	ATAR	Faculty
BDC	A	TAS

Exclusions: Computing Applications BEC

## What will I be doing in this course?

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.

### The Year 11 course covers:

- Concepts and Issues in the Design and Development of Software
- Introduction to Software Development
- Developing software solutions

The Year 12 course builds on the Year 11 course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

### The Year 12 course covers:

- Development and Impact of Software Solutions
- Software Development Cycle
- Developing a Solution Package
- Option - Study one of the following options:
  - Programming Paradigms
  - The interrelationship between software and hardware

It is a mandatory requirement that students spend a minimum of 20% of the Year 11 course, and a minimum of 25% of the Year 12 course on practical activities using a computer.

This course is suited to students who have an interest in programming and some ability to solve problems through analysis and design. Students in this course must have access to a computer and the Internet for extended periods of time outside classroom periods.

## What should I be able to do at the end of this course?

- Design, build, check and modify software solutions using industry standard tools and methods
- Effectively find, evaluate and use web-based resources needed for professional development as a software engineer
- Be aware of all relevant issues affecting software engineers

## How will this course help me in the future?

This course provides excellent employment opportunities, both during and after the Year 12. It is an excellent introduction to further studies both at TAFE NSW and university. In addition, the design and analysis skills you develop in this course have immediate application in many areas of life and further study.

Fee: Approximately \$80 per year

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## STUDIES OF RELIGION II

ATAR A

## 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	HSIE

## What will I be doing in this course?

Studies of Religion promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context. Students will complete three Cross Religion Studies and will undertake a Special Interest Study Project.

### The Year 11 course covers:

- Nature of Religion and Beliefs - including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life
- Three Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins
  - Sacred texts and writings
  - Core ethical teachings
  - Beliefs
  - Personal devotion/expression of faith/observance
- Religions of Ancient Origin - the response to the human search for ultimate meaning in two religions of ancient origin from:
  - Aztec or Inca or Mayan
  - Celtic
  - Nordic
  - Shinto
  - Taoism
  - An Indigenous religion from outside Australia
- Religion in Australia pre-1945
  - The arrival, establishment and development of religious traditions in Australia prior to 1945

### The Year 12 course covers:

- Religion and Belief Systems in Australia post-1945
  - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today
- Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
  - Significant practices in the life of adherents
- Religion and Peace
  - The distinctive response of religious traditions to the issue of peace
- Religion and Non Religion
  - The human search for meaning through new religious expression non religious worldviews and the difference between religious and non religious worldviews.

## What should I be able to do at the end of the course?

- Understand the nature and influence of a range of religious traditions in Australian society
- Plan and conduct an investigation
- Select and organise information from a variety of sources including the use of information technology
- Evaluate information for usefulness, validity and bias
- Communicate information in appropriate written, oral and graphic forms



## How will this course help me in the future?

This course will provide students with understanding and respect for religious beliefs and practices in our multicultural society. It will also develop expertise in a variety of skills and key competencies that are essential to further education, work and everyday life.

### TEXTILES AND DESIGN

ATAR A

### 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
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BDC	A	TAS
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## What will I be doing in this course?

The Year 11 course involves the study of design, communication techniques, construction techniques, innovations, fibres, yarns, fabrics and the Australian textile Clothing Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing throughout the content areas and includes the completion of two Year 11 Textile projects.

### The Year 11 course covers:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI)

The Year 12 course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

### The Year 12 course covers:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries
- Major Textiles Project

## What should I be able to do at the end of the course?

- Know about and understand the functional and aesthetic requirements of textiles for a range of applications
- Have practical skills in design and manipulation of textiles through the use of appropriate technologies
- Apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items.
- Have skills in experimentation
- Know about and understand the Australian Textiles, Clothing, Footwear and Allied Industries
- Appreciate the significance of textiles in society

## What else do I need to know about this course?

The Major Textiles Project undertaken in the Year 12 course represents 50% of the HSC mark for this course.

In the Year 12 course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel.



## How will this course help me in the future?

The skills and knowledge acquired are useful for a career in the fashion industry, theatrical design, the textile industry, teaching, fibre and fabric research, craft work in textiles, interior design, advertising, marketing, commercial fabric buying and creative textile works.

Fee: Approximately \$80 per year



QUALITY



OPPORTUNITY



DIVERSITY

# 3 NESA DEVELOPED COURSES

## VISUAL ARTS

ATAR A

### 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	A	CAPA

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.

Stage 5 Visual Arts is recommended.

### What will I be doing in this course?

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the Year 12 course. Students critically and historically investigate artworks, critics, historians and artists. While the course builds on Visual Arts courses in Stages 4 and 5, the Year 11 course is broadly focused. Students will study artworks in at least two expressive forms and use a process diary. They will also undertake a broad investigation of ideas in artmaking, art criticism and art history.

Their learning opportunities focus on:

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

The Year 12 course provides for deeper and more complex investigations. It requires the development of a body of work and use of a process diary. It includes a minimum of five Case Studies, (4-10 hours each), and deeper and more complex investigations in artmaking, art criticism and art history.

#### Component Weightings

Artmaking	50%
Art Criticism and Art History	50%

The learning opportunities focus on:

- How students may develop their practice in artmaking, art criticism, and art history
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between artists, art works, the world and audiences within the art world and apply these to their own investigations
- How students may further develop meaning and focus in their work.

### What should I be able to do at the end of the course?

- Present a body of artwork that shows creativity and strength in its ideas and representation of subject matter
- Use art materials with confidence, sensitivity and technical competence
- Initiate an artmaking process that is sustained and reflective
- Identify my own approach to artmaking
- Write about artworks, artists and art styles in art history from different perspectives
- Describe how the relationship between the artist, artwork, the audience and the world creates meaning in art

### How will this course help me in the future?

In Visual Arts you will develop skills and qualities that are relevant to many situations in the workplace and in further study. This course encourages you to become a critical consumer of contemporary visual culture in a world that is dominated by visual images. You will develop the confidence to express your individuality and acquire the skills to express these in a creative way. The course encourages tolerance and empathy for different values and beliefs as you explore ideas that are important to you. Your participation in Visual Arts will also strengthen your problem-solving and thinking skills especially in the area of visual communication. This course is recommended background for many university and TAFE courses in Visual Arts and Design.

Fee: Approximately \$120 per year



The course descriptions that follow are intended as a guide to help students select their subjects. Classes can only be formed where sufficient students select the particular course.

The fact that a course is listed here is not a commitment to run the course in a particular year.

## ENROLMENT DATES

Selective Students Applications	24 July
Subject Selection Interviews	3-5 August (Balmain)
Subject Selection Interviews	10-12 August (Leichhardt)
Registered Outside EOI	19 August
Email Confirmation for Yr 11 2022	17 September
New Student Orientation Day	12 November
Taste of Blackwattle Bay Week	15-19 November
Enrolment Night	18 November



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## NED GRAHAM

### The Process:



Nearly 60 subjects I could choose from. Only 6 I would end up choosing. To say this was a hard decision would be a gross understatement. Tossing up equally interesting subjects was difficult.

Knowing which subjects to even toss-up was harder still. Do I choose a Science subject? If so, do I choose Physics, Chemistry, or Biology? How about legal studies? I've always had a fascination with Economics, but with already so many humanities subjects can I afford another? How about Mathematics? Is Extension Mathematics worthwhile? These are all questions that crossed my mind at some point between receiving this booklet and writing my subjects down on the Subject Selection form. At the beginning of this process I was swamped with information, but it wasn't enough to make a decision. However, things did become clearer with a simple process: consider my interests, consider my future, research, talk to teachers, and listen to my myself.

Now, for most of my life I've had a significant interest in the humanities: law, politics, economics, philosophy, history. I performed well in the sciences (don't get me wrong!), but their exactness made it much harder to argue why I was right. I also knew that with my interests, a career in science seemed highly unlikely, while a career in the humanities was almost a certainty. From

here, I knew which subjects would make up my selections - the humanities, mathematics, and English.

Next, I researched this range of subjects carefully. Over a few weeks, I used this Senior Course Book and the NESA website to gain a better understanding of what each different course entailed. Then, I talked to my teachers at Leichhardt Campus. My HSIE, History Elective, and Commerce teachers were able to detail and suggest courses they think best suited me. My English and Mathematics teachers were able to discuss with me which level of the subject they believed I was capable of studying.

After much whittling down, 60 subjects had turned into 10. 8 preferred subjects and 2 reserves. Now all that I had to do was answer my final question: extensions. Can I handle them? After much consideration, I made little headway. My teachers recommended me for Extension Mathematics and Extension English, but would this all be a bit too much? In the end, I sided with my instincts. With my gut feeling. I've always been a stubborn and determined child. Now, I had finalised my subjects: Extension English, Extension Mathematics, Economics, Legal Studies, Modern History, and Society and Culture, with Ancient history and Physics in reserve.

### Now and into the Future:

Right now, I am halfway through Year 11. Honestly, school has never been as interesting or enjoyable. Every single subject I have chosen is something that I enjoy, something that engages me, something that interests me, and something that I actively want to study. Is this down to careful planning or just pure luck? Admittedly, it has probably been a bit of both, but I am sure that without the planning, I would not be enjoying my time here at Blackwattle Bay nearly as much as I am.

At the beginning of the year, I had my reservations about taking two extension classes. But, now I am here all of the worrying and stressing over the workload has completely dissipated. Now, I am absolutely loving all of my subjects. While content heavy, Economics and Legal Studies are giving me a greater insight into how our world works. While academically rigorous, Extension Mathematics and Extension English allow me to delve deeper into the content matter that makes these subjects so enjoyable.

Now, I am able to see that, despite their significant challenges, all of my subjects are genuinely rewarding. They are constantly providing me with knowledge that I will actually be able to use in post-school life. In the near future I know where I want to be. I know what prerequisites I must complete to get there. Thanks to the subjects I have chosen, I know that I am prepared for what my future holds.

### My Advice to You:

Consider the subjects that align with your interests. Consider the subjects you can see preparing you for your future. Research these subjects. Talk to your teachers. Listen to your gut. Do this and you'll be fine.

Oh and by the way, don't use scaling as a driving method of subject selection. Take it from me, if you enjoy a subject then that is what you should choose. If you do well in any subject there is nothing to worry about, and the subjects you are most likely to excel in are those that you genuinely enjoy.

I would wish you luck for your subject selection but I doubt you'll need it.

I'll see you next year.





#### Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

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

## 2022 BUSINESS SERVICES COURSE DESCRIPTION

Course: <b>Business Services</b> Board Developed Course		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)							
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.									
<b>BSB20115 Certificate II in Business *</b> <b>Based on Business Services Training Package Version 5 (BSB v5.1)</b> <b>Units of Competency</b> <b>Core</b> BSBWHS201 Contribute to health and safety of self and others <b>Electives</b> BSBCUS201 Deliver a service to customers BSBSUS201 Participate in environmentally sustainable work practices BSBIND201 Work effectively in a business environment BSBINM201 Process and maintain workplace information BSBINN201 Contribute to workplace innovation BSBCMM201 Communicate in the workplace BSBITU211 Produce digital text documents BSBITU212 Create and use spread sheets BSBWOR204 Use business technology		BSBINM202 Handle mail AND BSBWOR202 Organise and complete daily work activities	<b>Additional units required to attain a HSC credential in this course</b> TLIP2029 Prepare and process financial documents BSBITU307 Develop keyboarding speed and accuracy  * NB advice provided is based on existing NESA course information, however qualification BSB30120 Certificate III in Business will be delivered, subject to NESA approval						
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.									
<b>Examples of occupations in the business services industry:</b> <table><tr><td>• Administration assistant</td><td>• Office junior</td><td>• Information desk assistant</td></tr><tr><td>• Clerical worker</td><td>• Receptionist</td><td>• Data entry operator</td></tr></table>				• Administration assistant	• Office junior	• Information desk assistant	• Clerical worker	• Receptionist	• Data entry operator
• Administration assistant	• Office junior	• Information desk assistant							
• Clerical worker	• Receptionist	• Data entry operator							
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.									
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.									
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.									
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.									
<b>Course Costs: Consumables \$50</b> <b>Refund Arrangements on a pro-rata basis</b>		<b>Please see your VET teacher to enquire about financial assistance.</b>							



# 3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

## 2022 CONSTRUCTION COURSE DESCRIPTION

Course: <b>Construction</b> Board Developed Course		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.		
<b>CPC20211 Certificate II in Construction Pathways *</b> <b>Based on Construction, Plumbing and Services Training Package</b> <b>Version Release 5 (CPC08 v9.8)</b> <b>Mandatory Units of Competency</b> CPCCCM1012A Work effectively and sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1014A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications CPCCCM2005B Use construction tools and equipment CPCCWHS1001 Prepare to work safely in the construction industry CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry <b>Electives</b> CPCCJN2001A Assemble components AND CPCCJN2002B Prepare for off-site manufacturing process		CPCCCA2011A Handle carpentry materials CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground CPCCCO2013A Carry out concreting to simple forms <b>Additional units required to attain a HSC credential in this course</b> CPCCCM2006B Apply basic levelling procedures CPCCWHS1001 Prepare to work safely in the construction industry The construction induction certificate (CIC or white card) will be issued by SafeWork NSW upon provision of evidence from an RTQ that this competence has been achieved. This will allow student access to construction sites across Australia for work purposes. <b>Students may apply for Recognition of Prior Learning and/or Credit Transfer provided suitable evidence is submitted.</b> <i>* NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways will be delivered, subject to NESA approval</i>
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.		
<b>Examples of occupations in the construction industry:</b> • Building • Bricklaying • Concreting • Carpentry • Shop fitting • Joinery		
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. The SafeWork NSW General Induction Training – (White Card) is a mandatory requirement before commencing work placement.		
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.		
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.		
<b>Course Costs: Consumables \$ 120</b> Refund Arrangements on a pro-rata basis		Other: \$ 125 white card, steel cap boots also required. <b>Please see your VET teacher to enquire about financial assistance.</b>

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus



## 2022 ENTERTAINMENT INDUSTRY COURSE DESCRIPTION

<b>Course: Entertainment Industry</b> <b>Board Developed Course</b>		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.		
<b>Statement of Attainment towards</b> <b>CUA30415 Certificate III in Live Production and Services *</b> <b>Based on CUA Creative Arts and Culture Training Package</b> <b>Version 5.0 (CUA 5.0)</b>		<b>CUASTA301</b> Assist with production operations for live performances <b>CUALGT301</b> Operate basic lighting <b>CUASOU301</b> Undertake live audio operations <b>CUAVSS302</b> Operate vision systems <b>CUASOU306</b> Operate sound reinforcement systems <b>CUASTA202</b> Assist with bump in and bump out of shows <b>CUASMT301</b> Work effectively backstage during performances <b>BSBCM201</b> Communicate in the workplace
<b>Units of Competency</b> <b>Core</b> <b>CPCOHS1001A</b> Work safely in the construction industry <b>CUAIND301</b> Work effectively in the creative arts industry <b>CUAVHS302</b> Apply work health and safety practices <b>SITXCCS303</b> Provide service to customers		* NB advice is provided based on existing NESA course information, however qualification CUA30420 Certificate III in Live Production and Technical Services will be delivered, subject to NESA approval
<b>Electives</b> <b>CUSSOU301</b> Undertake live audio operations		
<b>Students may apply for Recognition of Prior Learning and for Credit Transfer provided suitable evidence is submitted.</b>		
<b>Additional requirement: Entertainment Industry Specialisation Course</b> To receive the full qualification CUA30415 Certificate III in Live Production and Services students must be deemed competent in all units from the 4 unit Preliminary and HSC course listed above and the units in the specialisation course outlined below.		1 HSC unit only
<b>Units of Competency</b> <b>BSBWOR301</b> Organise personal work priorities and development <b>CUAPPR304</b> Participate in collaborative creative projects		<b>CUALGT304</b> Install and operate follow spots
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working on the technical production operations of the Entertainment Industry. The course is <u>not</u> about performance and entertaining others. Students will study Audio, Customer Service, Lighting, Safety, Staging, Vision and working in the Entertainment Industry and workplace. Students should be able to lift and carry equipment for a successful bump in and bump out, work safely, follow direct instructions from their teacher/supervisor, work with others and communicate clearly. There will be out of class homework, research activities and cluster-based assessments to complete. Students studying this course would benefit further from working on events outside of the school environment and not just within. Some events that students work on could be outside of normal school hours.		
<b>Examples of occupations in the Entertainment Industry</b> <ul style="list-style-type: none"> <li>• Sales/Merchandising Assistant</li> <li>• Front of House Assistant</li> <li>• Cinema Projectionist</li> <li>• Technical Assistant</li> <li>• Box Office Assistant</li> <li>• Lighting Technician</li> <li>• Props Designer</li> <li>• Marketing and Promotions</li> <li>• Stage Manager</li> <li>• Sound Technician</li> <li>• Event Assistant</li> <li>• Venue Manager</li> </ul>		
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.		
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The HSC examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.		
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.		
<b>Course Costs: Consumables \$150</b> <b>Refund Arrangements on a pro-rata basis</b>		Please see your VET teacher to enquire about financial assistance



### 3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

#### 2022 FINANCIAL SERVICES COURSE DESCRIPTION

Course: Financial Services (240 Indicative hours) Board Developed Course		4 Preliminary and/or HSC units in total Category B status for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.		
<b>FNS30120 Certificate III in Financial Services</b> <b>Based on Financial Services Training Package (FNS)</b> <b>Version 6.1</b>		<b>Electives</b> FNSACC311 Process financial transactions and extract interim reports FNSACC313 Perform financial calculations FNSACM312 Reconcile financial transactions FNSACM313 Process authorised payments FNSFLT311 Develop and apply knowledge of personal finance FNSRTS308 Balance cash holdings FNSRTS311 Provide customer service in a retail agency BSBINS309 Maintain business records BSBITU304 Produce Spreadsheets BSBTWK201 Work effectively with others BSBWHS211 Contribute to health and safety of self and others
<b>Units of Competency</b>  <b>Core</b> FNSINC301 Work effectively in the financial services industry		
Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.		
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the financial services industry involves: <ul style="list-style-type: none"> <li>Customer (client) service</li> <li>Organising information and records in both paper and electronic forms</li> <li>Teamwork</li> <li>Using technologies</li> <li>Creating documents</li> </ul>		
<b>Examples of occupations in the financial services industry:</b> <ul style="list-style-type: none"> <li>Administration/receptionist</li> <li>Junior administrator</li> <li>Records officer</li> </ul>		
<b>Mandatory Course Requirements</b> Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NSW Education Standards Authority (NESA).		
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.		
<b>Appeals</b> Students may lodge an appeal about assessment decisions through their VET teacher.		
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Financial Services (240 Indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
<b>Course Costs: Consumables \$ TBC</b> <b>Refund Arrangements on a pro-rata basis</b> <b>Please see your VET teacher to enquire about financial assistance.</b>		



The course descriptions that follow are intended as a guide to help students select their subjects. Classes can only be formed where sufficient students select the particular course.

The fact that a course is listed here is not a commitment to run the course in a particular year.

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info>  
 Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



## 2022 HOSPITALITY KITCHEN OPERATIONS COURSE

Course: <b>Hospitality - Kitchen Operations</b> Board Developed Course		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)	
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.			
<b>SIT20416 Certificate II in Kitchen Operations</b> <b>Based on SIT Tourism, Travel and Hospitality training package (Release 1.2)</b>		<b>Electives</b> SITHCCC002 Prepare and present simple dishes SITHCCC003 Prepare and present sandwiches SITHCCC006 Prepare appetisers and salads BSBSUS201 Participate in environmentally sustainable work practices  SITXFSA002 Participate in safe food handling practices SITHIND002 Source and use information on the hospitality industry	
<b>Units of Competency</b> <b>Core</b> BSBWOR203 Work effectively with others SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXFSA001 Use hygienic practices for food safety SITXINV002 Maintain the quality of perishable items SITXVHS001 Participate in safe work practice			
Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.			
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.			
<b>Examples of occupations in the hospitality industry</b> <ul style="list-style-type: none"><li>• Trainee chef short order</li><li>• Fast food cook breakfast cook</li></ul>			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Hospitality Kitchen is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit/s of competency.			
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.			
Course Costs: Consumables \$250 Refund Arrangements on a pro-rata basis		Other \$ 80 approximately for Hospitality uniform, safety shoes also required. Please see your VET teacher to enquire about financial assistance	





### 3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

#### 2022 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION

Course: <b>Hospitality - Food and Beverage</b> Board Developed Course		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.		
<b>SIT20316 Certificate II in Hospitality</b> <b>Based on SIT Tourism, Travel and Hospitality training package (Release 1.2)</b>		<b>Electives:</b> SITXCOM001 Source and present information SITHFAB005 Prepare and serve espresso coffee SITHFAB007 Serve food and beverage SITXFSA002 Participate in safe food handling practices BSBSUS201 Participate in environmentally sustainable work practices SITHFAB004 Prepare and serve non-alcoholic beverages SITXFSA001 Use hygienic practices for food safety SITHCCC002 Prepare and present simple dishes SITHCCC003 Prepare and present sandwiches
<b>Units of Competency</b> <b>Core</b> BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITHIND003 Use hospitality skills effectively SITXCCS003 Interact with customers SITXCOM002 Show Social and Cultural sensitivity SITXWHS001 Participate in safe work practices		
Students may apply for Recognition of Prior Learning and for credit transfer provided suitable evidence is submitted.		
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.		
<b>Examples of occupations in the hospitality industry:</b> <ul style="list-style-type: none"> <li>• Café attendant</li> <li>• Barista</li> <li>• Kitchen hand</li> <li>• Food and beverage attendant</li> </ul>		
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.		
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Hospitality Food and Beverage is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.		
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.		
<b>Course Costs: Consumables \$180</b> <b>Refund Arrangements on a pro-rata basis</b>		<b>Other \$ 75 approximately for Hospitality uniform, safety shoes also required.</b> <b>Please see your VET teacher to enquire about financial assistance</b>



The course descriptions that follow are intended as a guide to help students select their subjects. Classes can only be formed where sufficient students select the particular course.

The fact that a course is listed here is not a commitment to run the course in a particular year.

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info>  
 Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

## 2022 INFORMATION AND DIGITAL TECHNOLOGY COURSE DESCRIPTION

<b>Course: Information and Digital Technology</b> <b>Board Developed Course</b>		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This industry curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.		
<b>Statement of Attainment in partial completion of ICT30120 Certificate III in Information Technology</b> <b>Based on ICT - Information and Communications Technology (ICT) Version 7.2</b>		<b>Elective</b>  <i>Elective units will be selected to create a course with 240 HSC indicative hours subject to NESA approval</i>
<b>Units of Competency</b> <b>Core</b>		
BSBCRT301 Develop and extend critical and creative thinking skills BSBXCS303 Securely manage personally identifiable information and workplace information BSBXTW301 Work in a team ICTICT313 Identify IP, ethics and privacy policies in ICT environments ICTPRG302 Apply introductory programming techniques ICTSAS305 Provide ICT advice to clients		
<b>Students may apply for Recognition of Prior Learning and/or Credit Transfer provided suitable evidence is submitted.</b>		
<b>Information &amp; Digital Technology Specialisation Course</b>		120 hours over 1 year - 2 HSC units (TBC)
To receive the full qualification ICT30120 Certificate III in Information, Digital Media and Technology, students must be deemed competent in all units from the Preliminary and HSC course listed above to satisfy qualification packaging rules and the units in the specialisation course chosen subject to NESA approval.		
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in the information technology industry. Students should be creative, cooperative and able to work in teams. They should be able to use a personal computer and lift and carry small equipment. Students should be interested in working with operating system software and have an interest in learning the various methods to troubleshoot problems. There will be out of class homework, research activities and assignments.		
<b>Pathways to Industry</b> Working in the information technology industry involves:		
<ul style="list-style-type: none"> <li>• Designing web pages</li> <li>• Supporting computer users</li> <li>• Networking computers communicating with clients</li> <li>• Finding solutions to software problems</li> </ul>		
<b>Examples of occupations in the Information Technology Industry</b>		
<ul style="list-style-type: none"> <li>• Service technician</li> <li>• Help desk office</li> <li>• Multimedia developer</li> <li>• On-line service support officer</li> <li>• Technical support officer</li> <li>• Web designer</li> </ul>		
<b>Mandatory Course Requirements</b> Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be determined as required by NESA.		
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.		
<b>Appeals and Complaints</b> Students may lodge an appeal or a complaint about an assessment decision or other decisions through the VET teacher.		
<b>Course Costs: Consumables \$ 50</b> <b>Refund Arrangements on a pro-rata basis</b>		
Please see your VET teacher to enquire about financial assistance		





# 3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

## 2022 RETAIL SERVICES COURSE DESCRIPTION

Course: <b>Retail Services</b> Board Developed Course		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.		
<b>SIR30216 Certificate III in Retail</b> <b>Based on SIR Retail Services Training Package (Release 6.0)</b>  <b>Units of Competency</b> <b>Core</b> SIRXCEG001 Engage the customer SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty SIRXCOM002 Work effectively in a team SIRXIND001 Work effectively in a service environment SIRXRSK001 Identify and respond to security risks SIRXSL001 Sell to retail customer SIRXWHS002 Contribute to workplace health and safety		<b>Electives</b> SIRXIND002 Organise and maintain the store environment SIRRINV002 Control stock SIRRMER001 Produce visual merchandise displays SIRXPOK001 Advise on products and services SIRRINV001 Receive and handle retail stock  <b>Additional for HSC requirements</b> SIRXSL002 Follow point of sale procedures
Students may apply for Recognition of Prior Learning and/or Credit Transfer provided suitable evidence is submitted.		
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.		
<b>Example of occupations in the Retail Industry</b> <ul style="list-style-type: none"> <li>Buyer</li> <li>Customer service assistant</li> <li>Stock controller</li> <li>Sales person</li> <li>Visual merchandise</li> <li>Merchandise</li> </ul>		
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.		
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units of competency.		
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.		
<b>Course Costs: Consumables \$50</b> <b>Refund Arrangements on a pro-rata basis</b>		Please see your VET teacher to enquire about financial assistance

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus



## 2022 SKILLS FOR WORK AND VOCATIONAL PATHWAYS COURSE DESCRIPTION

Course: <b>Skills for Work and Vocational Pathways</b>	
2 units x 1 year (120 hours) or 3 units x 1 year (180 hours) Year 11 Preliminary or Year 12 HSC	
Board Endorsed Course	
Does not contribute to the Australian Tertiary Admission Rank (ATAR)	
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.	
<b>FSK20119 Certificate II in Skills for Work and Vocational Pathways</b> <b>Based on FSK – Foundation Skills Training Package (Release 2)</b> The following content is delivered in the 180 hour course and a modified pattern of delivery is available in the 120 hour course, leading to a Statement of Attainment.	
<b>Course Units of Competency</b> <b>Core</b> FSKLRG011 Use routine strategies for work-related learning  <u>This is a new course and electives have not been determined, however they may include:</u> FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes for work  FSKNUM017 Use familiar and routine maps and plans for work FSKNUM018 Collect data and construct routine tables and graphs for work FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work FSKNUM023 Estimate, measure and calculate measurements for work FSKDIG003 Use digital technology for non-routine workplace tasks FSKLRG018 Develop a plan to organise routine workplace tasks FSKOCM007 Interact effectively with others at work FSKRDG010 Read and respond to routine workplace information FSKWTG009 Write routine workplace texts BSBWHS201 Contribute to health and safety of self and others BSBITU211 Produce digital text documents FNSFLT202 Develop and use a savings plan	
Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.	
<b>Recommended Entry Requirements</b> FSK20119 Certificate II in Skills for Work and Vocational Pathways represents an option for students to demonstrate key employability skills and a range of foundation skills to employers. This course is project based and projects will be determined by the school. The course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem-solving skills that relate directly to the workplace. There will be research activities and cluster-based assessments for students to complete.	
<b>Career Pathways:</b> Skills and knowledge gained are transferable to vocational training pathways or various industries and occupations.	
<b>Mandatory HSC Course Requirements</b> There is no mandatory workplace learning component in this course. Where a student has not met NESA course completion criteria they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still contribute to an AQF qualification.	
<b>External Assessment</b> There is no Higher School Certificate (HSC) examination for the Skills for Work and Vocational Pathways course. The course does not contribute towards an ATAR.	
<b>Qualifications</b> Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20119 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course will be eligible for a Statement of Attainment towards FSK20119 Certificate II in Skills for work and vocational pathways. There are foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <a href="http://training.gov.au/">http://training.gov.au/</a>	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units of competency.	
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
There is no School Based Traineeship or Apprenticeship pathway associated with this course.	
<b>Course Costs: Consumables \$ TBC</b> <b>Refund Arrangements on a pro-rata basis</b>	
Please see your VET teacher to enquire about financial assistance	



## 3 NESA ENDORSED COURSES

### EXPLORING EARLY CHILDHOOD ATAR NO 2 UNITS YEAR 11 AND 12

Type	ATAR	Faculty
CEC	No	TAS

#### What will I be doing in this course?

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

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

#### The Year 11 and 12 covers:

Core modules: Pregnancy and Childbirth, Child Growth and Development, Promoting Positive Behaviour.

Optional modules include: Play and the Developing Child, Staring School, Young Children and Media, Children's Literature, Food and Nutrition, Child Health and Safety.

#### What should I be able to do at the end of this course?

- Understand the physical, social-emotional, behavioural, cognitive and language development of young children
- Understand the environmental factors that have an impact on young children's growth and development
- Have an understanding about the development and maintenance of positive behaviours and relationships with young children
- Demonstrate skills in communication and interaction, research and analysis and decision-making and evaluation
- Develop respect for the individuality and uniqueness of young children and their families
- Be aware of the importance of supportive and responsible relationships with young children

#### What should I be able to do at the end of this course?

- Students will develop skills to help understand, use and interact with a range of computer software and related terminology.
- Develop knowledge and understanding of the development of computer-based systems, their operations and functions
- Be able to use skill in demonstrating the methods, processes and application of project management techniques to solve problems in a range of contexts
- Show knowledge and understanding of the ethics of current and emerging computer based technologies and their effects on society.
- Be able to critically evaluate the appropriateness of computer software in a variety of contexts

#### How will this course help me in the future?

This course is designed for those who see young children as part of their future, potentially in a career in early childhood education. The study of Exploring Early Childhood provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Fee: Approximately \$50 per year.

Students at the Balmain and Leichhardt Campuses have priority placement in Year 11 at Blackwattle Bay Campus

### MARINE STUDIES ATAR NO 2 UNITS YEAR 11 AND 12

Type	ATAR	Faculty
CEC	No	SCIENCE

#### What will I be doing in this course?

Students will learn that the oceans cover more than 70 percent of the Earth's surface and influence all forms of life on this planet. They will learn that oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste. This course will enable students to develop an understanding of the need for wise management practices due to the conflicting demands of life in the 21st century. Marine studies provide an opportunity for students to view the issues associated with the marine environment and to view these issues in a comprehensive and global perspective.

#### How will this course help me in the future?

Students selecting this course should be interested in the coastal and waterways environments and the associated leisure activities. The course provides an opportunity for students to develop skills in safe practices in a marine context and would be particularly useful for students who intend to undertake courses at university and TAFE in the marine science, engineering and design study areas.

### PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING ATAR NO 2 UNITS YEAR 11 AND 12

Type	ATAR	Faculty
CEC	No	CAPA

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.

#### What will I be doing in this course?

Photography offers students the opportunity to explore contemporary art practice through both analogue (Film Photography) and digital video imaging. This area of study resonates within students' experience and understanding of the world and it is highly relevant in investigating and interpreting ideas about the past and the fast change of the present.

Students will develop knowledge, valuable skills and understanding in the making of photographs and value the power of the image in critical and historical studies.

Their study will enhance their technical proficiency and conceptual knowledge of Photography, Video and Digital Imaging.

Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts. An Occupational Health, and Safety Module is mandatory.

#### What should I be able to do at the end of this course?

- Develop basic skills to use a film 35mm SLR camera and to work independently in the darkroom
- Manipulate the photographic black and white process
- Record and edit video
- Manipulate images using Photoshop

- Use tools, equipment and materials from the photography industry safely and competently
- Have expertise to a highly advanced level of technical skill and creative expression

### What else do I need to know about this course?

- Students are required to keep a diary throughout the course
- This course can be counted towards the Year 12 and appears on the Record of Achievement. It does not count in the calculation of the ATAR
- A material fee applies to this course
- Recommendation: students should have a digital camera

### How will this course help me in the future?

Photography can be used as a basis to provide many skills needed in a variety of creative commercial and artistic fields including graphic arts, magazine, digital imaging, web design, fashion, film and television, photojournalism and tourism. It provides a useful background for TAFE NSW and university diploma and degree courses in photography, digital imaging, fine arts and visual communications. At the end of the course students will be able to put together a portfolio to use in interviews for both further education and job purposes.

Fee: Approximately \$120 per year

## SPORT LIFESTYLE AND RECREATION STUDIES ATAR NO

### 2 UNITS YEAR 11 AND 12

Type	ATAR	Faculty
CEC	No	PDHPE

Exclusions: Students studying PD/H/PE must not study the equivalent modules in SLR. SLR may not be studied with Sport and Fitness (TVET).

### What will I be doing in this course?

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision makers. This course enables students to further develop their understanding of, and competence in, a range of sport and recreational pursuits. They are encouraged to develop a lifelong commitment to being physically active and to achieving movement potential. The course has a highly practical focus, which allows students to apply theoretical understanding.

This course provides the opportunities to specialise in areas of expertise or interest through optional modules such as: Aquatics; Athletics; First Aid; Fitness; Specific Sports; Gymnastics; Outdoor Recreation; Sports Administration; Coaching; Social Perspectives of Sport; and Healthy Lifestyle.

### What should I be able to do at the end of this course?

- Understand and appreciate the factors that influence health and participation in physical activity
- Understand the principles that impact on quality of performance
- Analyse and implement strategies to promote health, activity and enhanced performance
- Influence the participation and performance of self and others
- Identify the relationship between a healthy lifestyle and diet and exercise
- Be aware of anatomy and physiology
- Create and refine my own performance of movement skills and safe sporting practices

### How will this course help me in the future?

This course will assist you to make valued and informed health decisions. This course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education, physical education, nursing, occupational health and physiotherapy.

## VISUAL DESIGN ATAR NO

### 2 UNITS YEAR 11 AND 12

Type	ATAR	Faculty
CEC	No	CAPA

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.

### What will I be doing in this course?

This course is a practical based course that explores ways of designing, making and interpreting images and objects in any of the four broad fields of Graphic Design, Wearable Design, Product Design and Exterior/ Interior Design. The course modules provide an extensive range of options such as Publications, Illustrations, Cartooning, Clothing and Image, Stage Sets and Props, Interactive and Multimedia. These modules can be explored and developed in a wide range of forms from drawing, painting, printmaking, photography, ceramics, fibre, computer and digital imaging. The Occupational, Health and Safety Module is mandatory.

### What should I be able to do at the end of this course?

- Understand the nature of visual design and the ways in which designed images are created, categorised, interpreted, valued and used in society
- Use computer and digital technology and understand the use of digital technology in the arts
- Develop understandings and skills required to design and make works which fulfil a range of functions and express and communicate own ideas and promote collaboration among students
- Develop a portfolio
- Understand and value the contribution that designers make to our society
- Know the practices used by designers and the career options available in these fields

### What else do I need to know about this course?

- Students must keep a process diary throughout the course
- This course can be counted towards a Year 12 and appears on the Record of Achievement. It does not count in the calculation of the ATAR.

### How will this course help me in the future?

Visual Design course provides a launching ground for students who wish to follow a career in the expanding arts industry.

The course provides the opportunity to develop an art portfolio, which may be a requirement for entry into art courses at University or TAFE. The course also provides skills which can open opportunities for self employment through production of craft based products.

Fee: Approximately \$120 per year.





# Snapshot



## Entertainment Skills Centre

Sydney Secondary College has a state of the art Skills Centre to deliver the Entertainment Industry Curriculum Framework Course to Year 11 students.

If you are interested in working in the rapidly developing Entertainment Industry this may be the course for you.

You will have the opportunity to:

- Study Year 12 Entertainment (2 Unit) with an ATAR credit
- Gain Certificate III in Live Production and Services CUA30415
- And gain valuable Entertainment Industry Experience while you study.



Completion of the Year 12 Entertainment Framework and the valuable industry experience you gain may set you on the path to employment in the Entertainment Industry. Some examples of potential careers include:

- Lighting technician
- Sound technician
- Make up artist
- Costume maker
- Dresser or costume assistant
- Scenic artist
- Set maker
- Props maker
- Designer
- Technical supervisor
- Event coordinator or manager
- Human Resources manager
- Marketing and promotions specialist
- Operations manager
- Tour manager
- Box office assistant or manager
- Stage manager/assistant stage manager
- Sales/merchandising manager
- Usher
- Front of House administrator

For more information contact: **Denise Nicola 9660 5688** or visit **[www.sydneysecondary.nsw.edu.au](http://www.sydneysecondary.nsw.edu.au)**



# SPORT

Sport at Blackwattle Bay Campus is focussed on students participating in positive and physical activity to improve their wellbeing and mental health. It is timetabled on a flexible basis where students can opt in to their selected sport. A variety of opportunities are available to ensure all students find something to suit their interests. Students can elect to be part of the Bligh Zone competition in many traditional sports such as boys' and girls' football, basketball, athletics and cross country. Glebe Rowing Club offer both rowing and kayaking and students can select rock climbing using the facilities at Sydney University. During lunchtimes there is Drop in Sport's program where students can participate in Volleyball, Basketball and Badminton and enjoy the companionship of their peers. Cycling around Blackwattle Bay Campus towards the Anzac Bridge is another opportunity where students enjoy the wonderful location of our campus whilst participating in physical activity.

## WHAT THE STUDENTS SAY IS THE BEST PART OF WEEKLY SPORT

### Volleyball

*"the chance to play competitively in a social setting"*  
Edward Lee Clapin Year 11

### Indoor Rock Climbing at the Ledge USYD

*"challenging yourself with your mates in a chilled environment"*  
Hugo Berry Year 11

### Kayaking

*"the early mornings are worth it to paddle in such a stunning place with friends"*  
Porsha Patterson Year 12

### Yoga

*"Mel is such an inspirational teacher"*  
Jasmin Graham Year 11B

### Badminton

*"having great rallies and listening to Ms Vincent tunes while we play"*  
Annette Faraizi Year 11

### Fitness training with Brad Smith Glebe Rowing Club

*"getting stronger and working on my fitness"*  
AJ Denton Year 11

## WHAT THE STUDENTS SAY IS THE BEST PART OF LUNCH TIME DROP IN SPORT

### Badminton

*"competitive matches with my friends"*  
Ian Young Year 12

### Volleyball

*"the chance to play inside the hall on a great court. Great rallies in a fun and social space"*  
Gus DeVlyder

### Basketball

*"great way to finish the week with some basketball with Mr Pascoe at lunch"*  
Drew Witten Year 12

## WHAT STUDENTS SAY ABOUT BEING PART OF BLIGH ZONE COMPETITIVE SPORT

*"since starting high school cross country and athletics have been a great way to get involved and meet new people, as well as representing my college at zone and regional level. I really enjoy running and this provides me with a great outlet to maintain a healthy lifestyle and also to push myself to achieve a high place each year."*

Stella B Buselli Year 11 Cross Country and Athletics

*"since the beginning of high school, Boys' Football has always been an escape from a fast-paced school life, particularly as a Stage 6 student. Bligh Zone competition has provided me with the opportunity to compete at a high level and allowed me to achieve my best by being selected in the Sydney east team"*

Elliott Breakspear Year 11 Boys' Football

*"I have always been involved in many different types of sport or physical activity. I was given the opportunity to participate in the Sydney East Athletics and Cross-Country competitions from the start of high school and I have continued this participation in my senior years. This has given me the best experience of competitive sports and well has representing my college at this high level. I love playing Girls Football outside of school and to have the opportunity to do it during my HSC years has been a very cool experience"*

Giselle Pippino Year 12 Girls football and Cross Country



QUALITY



OPPORTUNITY



DIVERSITY





# SYDNEY SECONDARY COLLEGE

## **Blackwattle Bay Campus**

Taylor Street  
Glebe NSW 2037  
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F (02) 9552 1796

## **Balmain Campus**

Terry Street  
Rozelle NSW 2039  
T (02) 9810 0471  
F (02) 9555 7340

## **Leichhardt Campus**

210 Balmain Road  
Leichhardt NSW 2040  
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F (02) 9560 9397

## Education Partnership



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**A comprehensive, co-educational  
Multi-Campus College with a  
selective stream**