



Sydney
Secondary
College
Blackwattle Bay

SENIOR COURSE GUIDE 2024-2025




QUALITY



OPPORTUNITY



DIVERSITY

An aerial photograph of the Sydney Secondary College campus, showing several large, modern buildings with blue and white roofs, surrounded by greenery and a body of water. A semi-transparent white text box is overlaid on the left side of the image.

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.

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
- Learning Hub
- 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 SRC Program offers 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 School Application	22 July
Subject Information Night	22 June
Subject Selection Interviews (Leichhardt)	8-10 August
Subject Selection Interviews (Balmain)	15-17 August
Registered External College Applications	18 August
External College Students Interviews	28 August onwards
Email Confirmation for Yr 11 2024	9 October
New Student Orientation Day	20 November
Taste of Blackwattle Bay Week	21-24 November
Year 11 2004 Enrolment Night	23 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 has also established a Learning Hub, to offer dedicated learning support for students with additional learning needs.

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
- Outstanding contribution to sport.

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 TICKETS

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 interview 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.

Building on the existing CLP platform, CLP+ is a program to be introduced at SSC Blackwattle Bay in 2023 to help students make even more informed decisions about current and future study plans.

CLP+ is based on the quantitative analysis of our school reporting and ATAR results over the past 5 years, used to generate data to give students a better understanding of their current study trajectory.

Various called Academic Counselling or Indicative Reporting, similar programs have been implemented in other successful senior high school settings.

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.pickleschoolwear.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.
- It is strongly advised parents purchase the winter track suit pants from Pickles as a good alternative for the winter months.
- Year 11 students in 2024 will have the opportunity of purchasing the Year 11/12 Jersey/Jacket.



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

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 completing Life Skills
- Sit for and make a serious attempt at required HSC examinations
- Meet HSC 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 NESA, setting out the objectives, outcomes, structure and content.

In NESA Developed courses, students sit for an external examination at the end of the course. VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials. Some NESA Developed VET courses have an optional HSC exam, meaning results may contribute to the calculation of your 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. There are no external examinations for these courses.

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 compulsory English
- At least three courses of two unit value or greater
- At least four subjects (Including English)

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 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.

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.

All My Own Work is a program designed to help students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using sources as part of their HSC. There is a focus on academic honesty, malpractice and plagiarism, where students will be introduced to the Harvard style referencing used by all faculties at Blackwattle Bay Campus.

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
- Year 12 Learning Conference, and
- Mentoring

1.8 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 for these Frameworks are NESAs developed



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.

1 STUDY FOR THE YEAR 12

and provided students study the 240- hour course and undertake the optional written examination, all VET course may contribute to the ATAR. These VET courses require students to pay a course materials fee which is refundable on a pro-rata basis should students discontinue the course. Some VET courses require students to purchase additional PPE such as a Hospitality uniform or safety footwear. 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 44 to 52.

1.9 EXTERNAL DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET)

NSW school students in Year 9 to 12 have the option of studying EVET courses at school or through TAFE NSW or other training providers. EVET 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. EVET is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or Year 12), as well as a nationally recognised EVET qualification (Certificate of Statement of Attainment). Students successfully completing a EVET 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 EVET course must obtain a Unique Student Identifier (USI) and provide this to their training provider at the commencement of the course.

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

- EVET courses are delivered by either 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. 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
- Tourism
- Automotive Mechanical
- Electrotechnology
- Financial Services

EVET NESA Endorsed courses:

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

Students studying EVET courses are responsible for organising their own transport to the study venue and also for making their way home at the conclusion of the class. Students are responsible for paying travel costs. Students doing EVET courses may be given compensatory study periods during the week.

EVET courses are generally conducted on Tuesday afternoons with most classes commencing at 1:30pm and ending at 5:30pm. For some courses, "block" attendance during term and/or school holidays may be necessary.

Students interested in applying for an EVET course should research the course which interests them and complete a detailed Expression of Interest (EOI) form. Where applicable, students may also need to participate in mandatory interviews and application processes as required by an RTO. The closing date for EVET applications will be late in Term 3 (the exact date is yet to be finalised). Offers will be made from early November. Expressing an interest in an EVET course does not guarantee that a student will be made an offer, nor that the course will be delivered. Some courses are very popular, and the number of applications exceeds available places. Occasionally, there may not be enough applications to form a class for some courses and the class will be cancelled.

1.10 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.

1.11 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.

1.12 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.

1.13 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 select a course delivered by either TAFE NSW or other Private Providers. These VET or EVET courses are dual accredited, giving both Year 12 and AQF qualifications and advanced standing for further study at TAFE NSW. All courses in 4-hour sessions one afternoon a week. Some EVET courses may have online delivery.

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

The SSC Senior Course Guide for Year 11 in 2024 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.

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 2023, Year 10 students will receive support and guidance in selecting the most suitable study pattern for 2024-2025. 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.

1.15 ENROLMENT PROCEDURES FOR STUDENTS OUTSIDE SYDNEY SECONDARY COLLEGE

- There will be a limited number of places available in 2024 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 2024, 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 2024.

1.16 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 2024 will open in late June and close in late July.

The downloadable application form is available at <https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/years-8-to-12/application-process>

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.

1.17 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



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.



Learning hub

INDIVIDUAL SUPPORT

GOAL ORIENTED FOCUS GROUPS

INCLUSIVE ENVIRONMENT

ACADEMIC CHECK-INS 

DEDICATED LEARNING SUPPORT

ASSESSMENT ASSISTANCE 

CROSS-CURRICULUM CONTENT

REFERRAL SPACE 

SPECIALISED SUPPORT 

TARGETED SMALL GROUP SESSIONS 





EMILIE GORDON

Year 12 Student 2023 | **Nursing**



My name is Emilie and for the last 2 years I have been enrolled in the Human Services (Nursing) VET course run by NSW Health. This course works alongside my more traditional HSC subjects to count towards the necessary units required as well as the ATAR. You also graduate with a Certificate III in Health Services Assistance which

enables you to work as an Assistant in Nursing straight after high school and provides credits towards further studies in Nursing.

The classes are run every Tuesday afternoon from 1.30 to 4.30pm, in either the Rozelle or Concord campus, by an amazing set of staff. The Nursing Educators put so much effort into teaching their students course content in an engaging manner which places emphasis on hands-on learning. You are mostly graded based on competency, meaning that units are able to be retaken until you are considered competent, this allows us to concentrate more on enjoying the learning process and absorbing knowledge rather than obsessing over grades. Group work and collaborative thinking are essential to this course, they are valued much like they are in the healthcare workplace, and students are encouraged to bounce solutions and ideas off of one another.

The Rozelle Campus also has a range of facilities and equipment which allow students to learn in a more practical setting without the responsibilities of working in a clinical environment. We learn and practice skills in simulation labs which are set up identically to hospital rooms and are fully fitted with medical equipment that would be used in a clinical workplace.

One of my favourite aspects of this course however is our placement in a hospital where we get to work alongside nurses. Our clinical experience gives us a good exposure to the working environment and allows us to confirm whether this is a career path we would like to continue to pursue after graduation whilst also reinforcing concepts learnt with real life scenarios. I spent two weeks at RPA Hospital in both the neurology and cardiology departments and enjoyed the experience so much, meeting so many lovely people and getting plenty of hands-on experience.

I could not recommend this course more highly, especially to those who are thinking about pursuing a career in the medical field.

2 COURSE SUMMARY

NESA Developed Courses

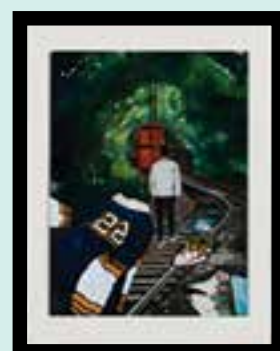
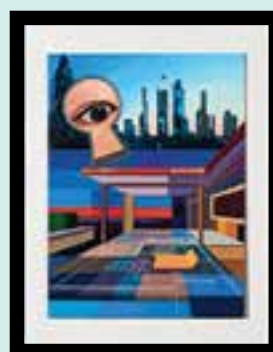
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Leon Kim | Art Express HSC 2022

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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 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.

MAX HEPBURN

Year 11 Student 2023



My name is Max Hepburn. I am in Year 11 doing a school-based apprenticeship (SBAT) and I will be completing my HSC next year in 2024. I am currently studying my SBAT in electrotechnology and working for Flat Out Electrical. I chose to do an SBAT because I did a taster course in electrotechnology at St George TAFE for one term in Year 10 and I really enjoyed the course, especially the practical components of it. My favorite aspect about doing an SBAT is definitely going to the worksite every Friday and getting paid to learn a trade. When I was looking into what subjects to pick for my final years at Blackwattle Bay Campus the Careers Adviser suggested to me to think about an SBAT. I hadn't heard of an SBAT and thought the only options were to leave school and pursue a trade or wait until you have finished Year 12. When the Careers Adviser explained to me about doing an SBAT I was very excited to start planning by searching for an employer as well as going to TAFE.

Currently I only go to school on Mondays, Wednesdays and Thursdays and I go to TAFE on Tuesday and work on Fridays. I think the best part of doing an SBAT is getting paid to learn a trade and getting experience for when I finish Year 12 so I have a head start in my career. Doing an electrical trade also opens up so many doors to other trades like air-conditioning technician and refrigeration technician. The most challenging part of doing a SBAT is the commitment to your school work because you miss out on two days of school but once you get into a routine and manage your time at school effectively then it is easier to catch up on school work and maintain assessment task commitments.

My future aspiration would be to one day own my own electrical business. Being an electrician would give me skills that are transferable and the ability to work and live anywhere in the world.

3 NESAS DEVELOPED COURSES

ABORIGINAL STUDIES

ATAR YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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.

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 YES

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

Type	ATAR	Faculty
BDC	YES	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 YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 ecology 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 genetic 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

MAGGIE MCCOMBIE

HSC 2022 | Textiles and Design



Nature inspired, my quilt features many patterns, and utilises recycled fabrics from quilting family members. The needle-turn applique circles in the centre create a focal point from which the eye is drawn outwards.

One manufacturing technique that contributes to the success of my Major Textiles Project was the use of different block patterns to create interest and variation on the quilt. Due to it being so large, variety in the blocks is essential so it is appealing to the eye.

One decorative technique that ties the quilt together is the needle-turn appliqué circles in the centre. These circles create a focal point so the eye is drawn towards the centre, and then the line-of-sight travels outwards. These appliquéd circles also feature both machine and hand embroidery.



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 NESAS DEVELOPED COURSES

BUSINESS STUDIES ATAR YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	LANGUAGES

Prerequisites: No knowledge of Chinese required
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 NESA website.

Students are eligible for the Beginners Course if they:

- Have had no more than 100 hours study of the language at secondary level
- Have little or no previous knowledge of the language

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



LEON KIM

ART EXPRESS HSC 2022



The doors | Painting

The doors portray consideration upon numerous career choices, hence great importance is contained within this moment of decision making. Considering the infinite pathways for my future, my artwork 'The Door' represents the overwhelming possibilities of life and the power of imagination. The middle artwork symbolises moving into adulthood, hence displaying the visuals of myself walking through the path towards the door, leaving my high school life behind. This is the main door I desire to open and the remaining four artworks show the options of doors for this main door. Out of countless choices, I have considered four careers which are displayed in this artwork; Architecture, medicine, martial arts, and software design. My choice of medium was influenced by the presence of wood in the garage, used by my dad, representing his support towards my decision.

Artist Inspiration - Leonardo da Vinci

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.



QUALITY



OPPORTUNITY



DIVERSITY

3 NESAS DEVELOPED COURSES

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

Type	ATAR	Faculty
BDC	YES	LANGUAGES

Prerequisites: Students have a cultural and linguistic background in Chinese.

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

Eligibility: Check with your teacher or the NESAS website.

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

Type	ATAR	Faculty
BDC	YES	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.

Eligibility: Other eligibility rules apply to the study of this subject. Check with your teacher or the NESAS website.

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 a school where the language is in the medium of instruction language at secondary level
- Have had no more than three years residency in the past 10 years where Chinese is the medium of communication.

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 YES 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	LANGUAGES

Prerequisites: Students typically have been in a home where Chinese is used, and they have a connection to Chinese culture

Exclusions: Chinese Continuers; Chinese and Literature; Chinese. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESAS website.

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

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 ATAR YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 ATAR YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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.

3 NESAS DEVELOPED COURSES

DRAMA ATAR YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 processes, 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 the geological foundation of Earth, 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 causes and impacts of natural disasters, 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.

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 YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
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BDC	YES	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, business and government. 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, requiring students to make judgements and evaluations.

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.



3 NESAS DEVELOPED COURSES

ENGINEERING STUDIES ATAR YES 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 YES 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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

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 YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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



OPPORTUNITY



DIVERSITY

23

3 NESAS DEVELOPED COURSES

ENGLISH YEAR 11 EXTENSION 1 ATAR YES

1 UNIT IN YEAR 11

ENGLISH YEAR 12 EXTENSION 1 – 1 UNIT IN YEAR 12

Type	ATAR	Faculty
BDC	YES	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 YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 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 YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	ENGLISH

What will I be doing in this course?

This course provides students with the opportunity to consolidate their language, literacy and literature skills through responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts. The course supports students to refine their skills and knowledge in English and empowers them to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from various contexts. The course assists students who are seeking to develop their skills and knowledge in English.

To be eligible for an ATAR students must complete the Year 12 optional HSC examination.

If an ATAR is not required then results are determined from the Assessment Tasks completed for this subject.

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.

ENTERPRISE COMPUTING

ATAR YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	TAS

Exclusions: Computing Applications BEC.

What will I be doing in this course?

The study of Enterprise Computing 11–12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

The Year 11 course covers:

- Interactive media and the user experience
- Networking systems and social computing
- Principles of cybersecurity

The Year 12 Course includes:

- Data science
- Data visualisation
- Intelligent systems
- Enterprise project

The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

This course is suited to students who have an interest in technology 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.



3 NESA DEVELOPED COURSES

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

How will this course help me in the future?

Students who successfully complete this course 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.

Fee: approximately \$80 per year

FOOD TECHNOLOGY ATAR YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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

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 YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 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 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 at a 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 over 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 YES
**2 UNITS IN EACH OF YEAR 11 AND 12 AND
 AN OPTIONAL 1 UNIT YEAR 12 EXTENSION**

Type	ATAR	Faculty
BDC	YES	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, relationships, 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

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 YES
2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human-environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The Year 11 course covers:

- Earth's natural systems - Students investigate the diverse landscapes of the Earth's surface and its distinctive physical features. They examine the cycles, circulations, interconnections and spatial patterns that combine to form the Earth's integrated system, and investigate natural processes, cycles and circulations that change the Earth's land and water cover.
- People, patterns and processes - Students investigate evidence of human diversity across the Earth's surface. They examine the spatial patterns and extent of the human footprint, and the human transformations shaping those patterns.
- Human-environment interactions - Students investigate the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity. They investigate evidence for, and causes of, climate change, as well as the role of humans in contributing to land cover change.
- Geographical Investigation - Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools.

3 NESAS DEVELOPED COURSES

The Year 12 course covers:

The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

- Global sustainability - Students investigate sustainability in the contemporary world, including principles of, and actions for, sustainability. Students study ONE global economic activity and its sustainability.
- Rural and urban places - Students investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.

Students study:

- ONE place in a rural setting and ONE place in a larger urban settlement
- ONE large city of 5 million people or more, outside Australia.
- Ecosystems and global biodiversity - Students investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity. Students investigate TWO different types of ecosystems. They undertake a study to illustrate each type of ecosystem selected. At least ONE study is to be selected from outside Australia

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 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 people who depend on it 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 12 hours of fieldwork in both 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 planets' ability to support us. The managers of the future must think globally and act locally. Geography gives us a head start.

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

ATAR YES

Type	ATAR	Faculty
BDC	YES	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 YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
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BDC	YES	TAS
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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

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

INVESTIGATING SCIENCE

ATAR YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
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BDC	YES	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.

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

3 NESAS DEVELOPED COURSES

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 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.

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 YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 NESAS 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
- 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.

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.

JAPANESE BEGINNERS ATAR YES 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	LANGUAGES

Exclusions: Japanese Continuers and Japanese in Context. Other eligibility rules apply. Check with your teacher or the NESA website.

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 will 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.

Student are eligible for the beginners course if they:

- Have no experience of the language
- Whose experience is derived solely from 100 hours or less of the language in Stage 4 or 5

A Beginners course 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.

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
- 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.



3 NESAS DEVELOPED COURSES

JAPANESE CONTINUERS ATAR YES 2 UNITS IN EACH OF YEAR 11 AND 12 AND AN OPTIONAL 1 UNIT YEAR 12 EXTENSION

Type	ATAR	Faculty
BDC	YES	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 and Japanese in Context. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESAS website.

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 11 or equivalent level) in a school where the language is the medium of instruction, *and*
- Have had no more than 100 hours study of the language at a Secondary level, or
- Have little or no previous knowledge of 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
- 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



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.

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.

LEGAL STUDIES ATAR YES 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	HSIE

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 YES

2 UNITS IN EACH OF YEAR 11 AND YEAR 12

Type	ATAR	Faculty
BDC	YES	MATHS

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently, and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. In Year 11, all students study the same course content and in Year 12 students select Standard 2 or to Standard 1 based on their ability and need.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. This course offers students the opportunity to prepare for post-school options of employment or further training.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

What will I be doing in this course?

Main Topics covered

The Year 11 Mathematics Standard 2 course covers:

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

The Year 12 Mathematics Standard 1 course covers:

Types of Relationships, Right-angled Triangles, Rates, Scale Drawings, Investment, Depreciation and Loans, Further Statistical Analysis and Networks and Paths

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 2 and 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] or other Registered Training Organisations (RTOs). More information about industry training packages can be found on the training.gov.au website.

MATHEMATICS ADVANCED ATAR YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 some 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.



3 NESAS DEVELOPED COURSES

MATHEMATICS EXTENSION 1 ATAR YES 1 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 YES 1 UNIT IN YEAR 12

Type	ATAR	Faculty
BDC	YES	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 YES

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

Type	ATAR	Faculty
BDC	YES	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

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.



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.



3 NESAS DEVELOPED COURSES

MUSIC 1 ATAR YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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: to able to confidently play an instrument.

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 choose 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 NESAS 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 YES

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

Type	ATAR	Faculty
BDC	YES	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 NESAS 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 the present day
- 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, **ATAR YES**
HEALTH AND PHYSICAL EDUCATION
2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 YES**
2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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. This is particularly in regard to the motion of an object, the rates of change of displacement, velocity and energy are of particular significance. This furthers their understanding of the properties of waves and examine how the analysis of electrical circuit 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

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.

3 NESA DEVELOPED COURSES

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 compliment 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 YES
1 UNIT IN EACH OF YEAR 12 ONLY

Type	ATAR	Faculty
BDC	YES	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.

SOCIETY AND CULTURE ATAR YES
2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	HSIE

What will I be doing in this course?

Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures. Society and Culture promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication. Students also develop an understanding of primary and secondary research methodologies and use these tools to investigate areas of a particular interest to them.

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

CORNELIA STEINER

The Process



The daunting time has come to pick your subjects for Years 11 and 12. I understand it seems scary now but in a year from now when you're halfway through Year 11 like I am now it won't seem as bad. For me the process of choosing my subjects was not quite like yours as I enrolled just a month or two before school actually started after moving to Australia from Sweden. This meant that I did not get to go to the lectures and transition events like you or talk to my previous teachers about what they thought about subjects. I consoled my parents and friends about what they thought and what subject suited me the best but when my father suggested learning two new languages and my friend was begging me to do all the different Sciences I knew that I was the only one who could decide for myself. I decided to stick to what I had studied back home and what I found interesting, humanities. My mother and I had a great meeting with the Deputy Principal to discuss the selection. Having English as my second language, the English Advanced course wasn't really an option and for Mathematics I decided against overwhelming myself with Advanced or Extension courses. I landed on English and Mathematics Standard and moved on from there, I like History but I'm terrible with names so after some consideration I decided against it and chose Legal Studies, something I've always found interesting, instead. I also selected Business Studies and Economics, to assist with a burning childhood dream

of starting my own business. After all this, I still had a subject left to choose and after skimming through the list of what classes still had spots open for me we landed on Hospitality Kitchen Operations, a subject that would not go towards my ATAR but would let me do one of my hobbies, cooking, at school.

The Now

After starting school and going to all my classes I quickly understood that the Hospitality course was not for me and after talking to my peers on the bus to and from school I decided on the Studies of Religion. It might seem like a difficult and intense group of subjects, almost all being HSIE and don't get me wrong, it is very content-heavy, but it is also what I enjoy. Each of these HSIE subjects can be difficult if you are not willing to put in the time and effort required, but they are at the same time very fun and you learn a lot of useful things that open up many career possibilities. I really love learning at our campus and all the teachers and staff are great, we have an amazing student body and there are many opportunities to meet new peers or pursue an interest or sport at school. I myself am a Prefect as part of the student leadership council and I participate in a range of clubs. I am happy with my subject selections and even if I sometimes wish I had chosen some of what one might think are "easier" subjects I am happy that I am learning that are extending me and assisting me to get to where I want to be in the future.

The Future

In the future, I plan on going back to Sweden to study for a degree in Law or Business so the subjects I am doing are good building blocks for me to get into the university I want and to achieve my goals. My advice to anyone when picking out their subjects is to pick subjects that you are interested in as well as subjects that will get you to where you want to go after graduation, whether that is a degree at university, TAFE or going straight into the working world. Soon enough you will find that these subjects are most likely also what you're good at. If you pick subjects that you have no interest in or don't see the end goal of then you will not have the motivation needed to achieve your goals. No one knows better than you what you will enjoy and strive for but take advantage of the resources you have, and talk to teachers, Career Advisors, friends, parents and other family members. Ask what subjects they did at school and if they enjoyed them. Look through the whole list of subjects before making your choice so that you don't miss out on anything and certainly don't pick all the same subjects as your best friends. Being in classes without your closest friends is a great way to meet new people and network with your peers.

I wish you all the best and hope to meet you next year around our campus.

3 NESA DEVELOPED COURSES

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 identify
- 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.

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 ENGINEERING ATAR YES 2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	TAS

Exclusions: Computing Applications BEC

What will I be doing in this course?

The study of Software Engineering 11–12 enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. Students focus on a systematic approach to problem-solving when designing and developing creative software solutions.

The Year 11 course covers:

- Programming fundamentals
- The object-oriented paradigm
- Programming mechatronics

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

The Year 12 course covers:

- Secure software architecture
- Programming for the web
- Software automation
- Software engineering project

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills. 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 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

STUDIES OF RELIGION II ATAR YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	TAS

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.

3 NESAS DEVELOPED COURSES

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

VISUAL ARTS

ATAR YES

2 UNITS IN EACH OF YEAR 11 AND 12

Type	ATAR	Faculty
BDC	YES	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 their 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



SASKIA EVELEENS

Year 11 2023



It's come around to that time of year when you finally get to choose almost all your subjects, but it is also that time when you get overloaded with information. To help you make an informed decision. All of this reminds you that you are very close to Year 11 and ultimately further ramping up the pressure. In order to get to Year 11, you need to make it over the hurdle of choosing what subjects to do.

For me, the decision of subjects was quite easy as I knew what I liked and what direction I want my future to take. However, this is an extremely rare occurrence, for most, this won't be the case, and choosing your subjects can be a challenge. Most of the time your teachers will have very strong opinions about which subjects you should choose, and so will your parents. They will all attempt to give you advice, however, as I've learned from this year, only you truly know what you will enjoy. As a student coming to Blackwattle Bay, you are extremely fortunate, as this school offers a very wide range of subjects, so hopefully in the end you will land on something you will enjoy. Here are a couple of words of advice to help guide you in the right direction.

Should I choose Advanced or Standard?

Both Advanced Mathematics and English are at a higher level, allowing you to deepen your knowledge of either subject. In terms of Mathematics Advanced, it is often a prerequisite for several university courses, however often universities offer bridging courses. In terms of English, it is mandatory, so you really do need to look into the demands of both English Advanced and Standard course and feel comfortable with the course requirements and the considerable workload that come with teach level. This is where your Year 10 teachers can offer advice. Personally, I chose to take English Advanced and Mathematics Standard. English Advanced came recommended to me by most of the people around me and now in Term 2 I see it was the best choice for me. In terms of Mathematics it was a much more difficult decision because I believed I could handle the Advanced course but was advised otherwise. I ended up choosing to take Mathematics Standard and for me, this turned out to be the wise choice as I am not interested in a maths-based career nor did I like Mathematics enough. As I have come to learn throughout this first semester of Year 11, Mathematics Standard is enough of a challenge not for me to find it boring and not too difficult that I am always confused.

For base subjects like these two, select what you want and not what others want you to, because otherwise, you will end up disliking the subject because you forced yourself to take it. This is a common occurrence, however, remember that if you reach and dislike the harder choice, you can drop down or swap (in the case of Mathematics). Try not to leave this too late otherwise, you will be stuck with a pile of catch up in order to be level with the rest of the class on the content already covered.

Science, HSIE, or Languages?

These categories cover a wide range of subjects offered at Blackwattle Bay, so it is likely within this category you will find something that sparks your interest. When trying to locate a subject to choose here, select subjects based off your strengths and interests. For me, I steered clear of Sciences and Languages because from

Years 7-10 I was never very good at them and they didn't interest me that much. I chose Legal Studies and Business Studies because they really intrigued me and I was good at Elective Commerce. They ended up being the best decision because they are my two best subjects currently. I found that this was because I already had prior knowledge on these topics and I was excited to learn more about them. Overall, I think picking to your strengths and interests here, will set you up for academic success and hopefully make class slightly more enjoyable to attend.

Should I take an Arts subject?

Adding onto the idea of choosing your interests and strengths is the Arts subjects, both performance, and creativity. Arts subjects are more subjective, they relate a lot more to personal taste and ability. Personally, I chose to take Drama, carrying on from my Year 9 & 10 course, however, you don't have to have any prior experience in an Arts subject to give it a go. For me, I find that my Drama classes are a great break in my day because at the moment as it is less academically demanding than the rest of my classes. It also gives me a creative outlet and for that 73 minutes, 3 times a week, I can focus on being present in my acting, rather than stressing over my countless homework and assessment due dates.

My advice to you... The key thing to have in mind when choosing subjects is to do something you enjoy. It is extremely difficult to take Year 11 classes that you dislike or struggle to understand the content taught, which in turn will make your HSC increasingly difficult. Whether it be a VET course or Drama or anything in between, make sure you like it and are willing to learn. Your subjects don't decide your future however they can give you a good idea of where you may want to go. Your parents can be a helpful tool to you when deciding but they are not always right, do not let them talk you into a subject you don't like or know you can't handle, and especially don't pick a subject for the sole reason of impressing them. I hope this has been a valuable tool for you and you have taken away something helpful from my advice.

See you next year!!

3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES



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 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, RTOs is accredited to deliver and assess VET qualifications to secondary students.

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

Assessment in all VET courses is competency based. The student is assessed on what they can do (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 the opportunity to achieve all the outcomes (skills and knowledge) to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed VET courses 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.

Externally delivered Vocational Education and Training (EVET)

Students in Years 9–12 have the option of studying VET courses either at school, or through external, accredited training providers such as TAFE NSW. VET courses delivered by an external RTO/training provider to school students are known as EVET courses. Several small training providers also deliver VET training to school students.

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

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

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

Categories of EVET courses

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

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

Delivery patterns of EVET courses

Students should investigate the delivery pattern of the EVET courses they are interested in so they are aware of what the commitment will be and also to understand how the EVET course will fit in with the total pattern of study. There are several options for the delivery of EVET courses e.g. 120 hours, 2 units x 1 year courses; 180 hours, 3 units x 1 year courses; and 240 hours, 4 unit courses which can be offered over one or two years. A small number of EVET ICF courses

3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

also offer specialisation units to complement 240 hour courses. Students who successfully complete all units may be eligible for a full Certificate qualification, rather than a Statement of Attainment.

Specific Requirements of EVET courses

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

- NESAs requirements for completion of course work. If a student does not satisfactorily complete course work, they may be given an “N” Determination for the course or, they may be withdrawn from the course. External RTOs will monitor attendance and send regular reports to the student’s home school.
- Student Commitment – Once a student starts a course, they will be expected to commit to completing it as there is significant cost involved for the NSW Department of Education. Students will not be permitted to change to another EVET course. Students who miss class work at school because of EVET course enrolments (including work placement) are responsible for following up with their teachers and catching up on missed work.
- Travel – Students studying EVET courses are responsible for organising their own transport to the study venue and also for making their way home at the conclusion of the class. Students are responsible for paying travel costs. Students will need to complete and submit an early leave application available from their Careers Advisor. Students will be issued with an early leave pass that should be shown when required. Students doing EVET courses may be given compensatory study periods during the week.
- Proposed timetabling – students should carefully check details to see when the EVET course will be delivered. EVET courses are conducted on different days of the week with many classes commencing at 1:30pm and ending at 5:30pm. For some courses, “block” attendance during term and/or school holidays may be necessary.
- Online courses require students to be able to work independently, have access to digital technology and to manage their time effectively to ensure they keep up with all work requirements.
- Mandatory Work Placement applies to many EVET courses and gives students the chance to learn new skills and apply the skills they learn from doing the course. It also helps students to:
 - gain insights into the kind of career that they would like to have.
 - make informed decisions about further training and study.
 - become more employable.
 - be better equipped for business and employment opportunities.

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

EVET 2024 Application Process

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

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

EVET Providers

1. **NSW TAFE** is the largest provider of EVET course and the term ‘TVET’ refers to EVET programs delivered by TAFE NSW.

TAFE NSW delivers EVET courses at a number of locations which students in Sydney may be able to access including:

- **TAFE NSW Sydney Region** - Enmore, Gymea, Loftus, Meadowbank, Petersham, Randwick, St George, St Leonards and Ultimo TAFE colleges
- **TAFE NSW Western Sydney Region** - Bankstown, Campbelltown, Granville, Lidcombe, Ingleburn (MBISC), Liverpool, Macquarie Fields, Miller, Padstow, Wetherill Park, Blacktown, Kingswood, Nepean and Nirimba TAFE colleges.
- **TAFE Illawarra Region** - Moss Vale, Wollongong, and Goulburn TAFE Colleges.
- **TAFE Digital** offers a large number of online EVET courses each year

2. **Private RTOs** - other RTOs which deliver EVET courses include:

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

Students should speak to their Careers Adviser about the full list of courses that will be available in 2024.



HARVEY PHAN

Year 11 International Student

My name is Harvey and I am a Year 11 International Student. I arrived in Australia at the start of 2023 from Vietnam. My parents were keen for me to live and study in Australia as my sister completed her HSC in 2022 at SSC Blackwattle Bay Campus. When I started I found it quite difficult adjusting to a completely different educational system but as time has gone on I have found it easier to settle in to schooling and preparing for the HSC.

As an International student I study English EAL/D which is a specific course for students who have English as their second language. This course assists me.



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.

3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

2024 BUSINESS SERVICES COURSE DESCRIPTION

BSB30120 Certificate III in Business, RTO - Department of Education - 90333, 90222, 90072, 90162

Course: Business Services Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business https://training.gov.au/training/details/bsb30120 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.	
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.	
Business Services Training Package (BSB 8.0) Units of Competency	
Core BSBCRT311 Apply critical thinking skills in a team environment BSBPEF201 Support personal wellbeing in the workplace BSBSUS211 Participate in sustainable work practices BSBTWK301 Use inclusive work practices BSBWHS311 Assist with maintaining workplace safety BSBXCM301 Engage in workplace communication Elective BSBTEC303 Create electronic presentation	Elective BSBTEC202 Use digital technologies to communicate in the work environment BSBOPS201 Work effectively in business environments BSBOPS301 Maintain business resources BSBINS302 Organise workplace information BSBTEC301 Design and produce business documents BSBTEC201 Use business software applications BSBPEF301 Organise personal work priorities
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.	
Pathways to Industry - Skills gained in this course transfer to other occupations	
<ul style="list-style-type: none"> working within the business services industry involves customer (client) service using technology to organise information 	<ul style="list-style-type: none"> creativity critical thinking problem solving
Examples of occupations in the business services industry:	
<ul style="list-style-type: none"> medical administration clerical worker 	<ul style="list-style-type: none"> office administration receptionist
information desk operator <ul style="list-style-type: none"> records and information administration 	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.	
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.	
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
Course Cost: Approximately Preliminary - \$50 HSC - \$50	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>
 Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.

2024 ENTERTAINMENT INDUSTRY COURSE DESCRIPTION

Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services OR
 CUA30420 Certificate III in Live Production and Technical Services
 RTO - Department of Education - 90333, 90222, 90072, 90162

Course: Entertainment Industry Board Developed Course (240 hour) (Statement of Attainment course) Or (300 hour) 240 hour + 60 specialisation study (Certificate III in Live Production and Technical Services)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) -Australian Tertiary Admission Rank (ATAR) eligible course 2, 4 or 5 Preliminary and/or HSC units in total		
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services https://training.gov.au/Training/Details/CUA30420 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an entertainment environment and be able to use a personal digital device including a personal computer or laptop.			
Creative Arts and Culture Training Package (CUA 6.0) Units of Competency			
Core CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry. Elective CPCCWHS1001 Prepare to work safely in the construction industry CUASOU306 Operate sound and reinforcement systems CUAWHS312 Apply work health and safety practices CUALGT311 Operate basic lighting CUASTA311 Assist with production for live performances CUAVSS312 Operate vision systems CUASMT311 Work effectively backstage during performances CUASTA212 Assist with bump in bump out of shows	Elective CUASOU331 Undertake live audio operations SITXCCS006 Provide service to customers *Additional units required for 60-hour specialisation study (SS)- Core CUAPPR314 Participate in collaborative creative projects BSBPEF301 Organise personal work priorities Elective CUALGT314 Install and Operate follow spots		
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
Working within the Live production and Technical Services Industry involves: <ul style="list-style-type: none"> Technical production customer (client) service 	<ul style="list-style-type: none"> teamwork using digital technologies creating documents 		
Examples of occupations in the Live Production and Technical Services Industry:			
<ul style="list-style-type: none"> Front of House Assistant Technical Assistant (Productions) Special Effects Assistant Assistant Sound Technician 	<ul style="list-style-type: none"> Follow Spot Operator Runner Props Assistant Technical Production Assistant 	<ul style="list-style-type: none"> Sound Assistant Assistant Scenic Artist Stagehand Lighting 	<ul style="list-style-type: none"> Audio and Staging Assistant Production Crew Stage Door Attendant Lighting Systems Technician
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. The HSC specialisation study includes an additional 60 hours of course work.			
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
Course Cost: Preliminary – Approximately \$150 HSC - \$150 Other requirements: White Card approximately \$120	Refunds Refund Arrangements on a pro-rata basis. Refer to your school refund policy		

3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

2024 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION

SIT20322 Certificate II in Hospitality – Release 1, RTO - Department of Education - 90333, 90222, 90072, 90162

Course: Hospitality Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 https://training.gov.au/training/details/SIT20322 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.	
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.	
Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency	
Core BSBTWK201 Work effectively with others SITHIND007 Use hospitality skills effectively SITHIND006 Source and use information on the hospitality industry SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXCCS011 Interact with customers	Elective SITXFSA005 Use hygienic practices for food safety SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHFAB027 Serve food and beverages
Students may apply for Recognition of Prior Learning (RPL) and/or credit transfer before delivery, provided suitable evidence is submitted.	
Pathways to Industry - Skills gained in this course transfer to other occupations	
<ul style="list-style-type: none"> Working within the hospitality industry involves organising information and records in both paper and electronic forms customer (client) service 	<ul style="list-style-type: none"> teamwork using technologies creating documents
Examples of occupations in the hospitality industry:	
<ul style="list-style-type: none"> Café Attendant Waiter/Waitress 	<ul style="list-style-type: none"> Catering Assistant Barista
<ul style="list-style-type: none"> Food and Beverage Attendant Bartender 	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.	
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.	
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.	
Course Cost: Preliminary – Approximately \$200 HSC - \$200 Other requirements: Approximately \$70 for Hospitality uniform, safety shoes also required.	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>
 Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

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2024 HOSPITALITY COOKERY COURSE DESCRIPTION

SIT20421 Certificate II in Cookery – Release 1, RTO - Department of Education - 90333, 90222, 90072, 90162

Course: Hospitality Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) https://training.gov.au/Training/Details/SIT20421 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.	
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.	
Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency	
Core SITXFSA005 Use hygienic practices for food safety SITXWHS005 Participate in safe work practices SITHCCC023 Use food preparation equipment SITHCCC027 Prepare dishes using basic methods of cookery SITHCCC034 Work effectively in a commercial kitchen SITHKOP009 Clean kitchen premises and equipment SITXINV006 Receive, store and maintain stock	Elective SITXFSA006 Participate in safe food handling practices SITHCCC025 Prepare and present sandwiches SITHCCC024 Prepare and present simple dishes SITHCCC026 Packaged prepared foodstuffs SITXCOM007 Show social and cultural sensitivity SITXCCS011 Interact with customers
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.	
Pathways to Industry - Skills gained in this course transfer to other occupations	
Working within the hospitality industry involves <ul style="list-style-type: none"> organising information and records in both paper and electronic forms customer (client) service 	<ul style="list-style-type: none"> teamwork using technologies creating documents
Examples of occupations in the hospitality (kitchen operations) industry: <ul style="list-style-type: none"> breakfast cook catering assistant fast food cook sandwich hand take-away cook function cook 	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be "N" determined as required by NESA. You should be work ready before work placement.	
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.	
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.	
Course Cost: Approximately Preliminary - \$250 HSC - \$250 Other requirements: Approximately \$90 for Hospitality uniform, safety shoes are required.	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

3 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

2024 RETAIL SERVICES COURSE DESCRIPTION

SIR30216 Certificate III in Retail, RTO - Department of Education - 90333, 90222, 90072, 90162

Course: Retail Services Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail https://training.gov.au/training/details/SIR30216 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 14 units.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a retail environment and be able to use a personal digital device including a personal computer or laptop.			
Retail Services Training Package Units of Competency			
Core		Elective	
SIRXCEG001	Engage the customer	*SIRXMER001	Produce visual merchandise displays
SIRXWHS002	Contribute to workplace health and safety	*SIRXPDK001	Advise on products and services
SIRXRSK001	Identify and respond to security risks	*SIRRINV001	Receive and handle retail stock
SIRXSLS001	Sell to the retail customer	*SIRRINV002	Control stock
SIRXIND001	Work effectively in a service environment	*SIRXIND002	Organise and maintain the store environment
SIRXCOM002	Work effectively in a team	*SIRXSLS002	Follow point-of-sale procedures
SIRXCEG002	Assist with customer difficulties	*SIRRRTF001	Balance and secure point-of-sale terminal
SIRXCEG003	Build customer relationships and loyalty	* Trainer will advise on elective units chosen. Not all units of competency are available.	
Students may apply for Recognition of Prior Learning (RPL) and/or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
<ul style="list-style-type: none"> engaging the customer maintaining daily store operations delivering on organisational expectations 		<ul style="list-style-type: none"> having knowledge of product and service offerings creativity critical thinking problem solving 	
Examples of occupations in the retail services industry:			
<ul style="list-style-type: none"> frontline sales assistant customer service 		<ul style="list-style-type: none"> shop assistant retail supervisor quick service restaurant assistant visual merchandiser 	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
Course Cost: Approximately Preliminary - \$50		HSC - \$50	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>
Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

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OSCAR BADMAN

Year 10 2023



It was approaching the final stretch of Year 10, and the daunting task of subject selection had come around. It was a time of speculation - of questioning whether or not a subject was "right for me". It was a time of picking and choosing between subjects that we knew we already loved, as well as considering ones that we hadn't heard of and were keen to try.

For me, having just moved back from England only a few months prior, it was a challenge. I was coming from a completely different educational system and with over 60 subjects available to choose from, I was struggling to make my selections. However, amongst all of the stress and chaos of subject selection, I knew that I was going to choose music above all else.

Creative subjects have always worked best for me, and music has been my biggest passion for a long time. Choosing the Music 1 course seemed like the best option, not only because it fit into my study pattern, but the content resembled what I was already familiar with in England. The subject seemed like it would help me to develop as a performer, composer and overall musician. I had high hopes for the course.

Now I'm almost two terms into the course and I love it. Not only has it met my hopes and expectations, it's exceeded them. The classes are practical, centred around the development of the individual musician. Students have the opportunity to practise their instruments and collaborate with their peers in their class performances and compositions. The teachers are great at what they do, informative, helpful and considerate of every student's learning needs. It's an amazing educational environment.

I strongly recommend this course to anyone wanting to improve their musicianship, collaborate with others and have lots of fun in the process.

I also highly recommend a course that I only learned about on the day of subject selection, VET Entertainment Industry. VET Entertainment covers a range of topics and skills in the entertainment industry, from audio to lighting and visual effects.

The highly-qualified teachers help guide students comprehensively through the content and, with the course being so collaborative and group-centric, they make sure that no-one is left behind. All of this contributes to an enriching learning environment and experience. I feel that this course has helped me to broaden my perspective of the entertainment industry, with each lesson leaving me wanting to know more.

VET subjects don't typically count towards an ATAR ranking. However, in VET Entertainment, students are able to opt in to an additional exam at the end of the course that allows the subject to contribute towards their ATAR. This is another reason why this subject is so flexible and valuable.

There are also amazing external opportunities offered to students in the VET Entertainment course at Blackwattle Bay. Students are able to do a week of work placement at a theatre company or other venue in Sydney as a part of their course requirements. Students get a more immersive experience in operating sound and lighting systems, as well as learning more about other practical and organisational aspects of the industry. I hope to be going on my work placement soon, and am excited to get out there and learn more about audio, lighting, and how to collaborate in the industry.

To summarise, Blackwattle Bay has allowed me to personalise my study pattern and take advantage of all the opportunities it has to offer. I'm glad to have chosen both Music 1 and VET Entertainment, as they have become my two favourite subjects at school this year.

STUDENT VOICE AND ENRICHMENT

Student Voice is an approach to education that values the perspectives, experiences and aspirations of students. Students are at the centre of everything we do in education and these programs and groups give Blackwattle Bay students the opportunities to develop leadership skills to take with them as they transition from school in universities, TAFE and future careers.



Drama club - Oliver Misko

The drama club is a group for all thing theatre. We are currently underway organising the school musical starring year 11, which will premiere at the end of the year.



Social Justice Club - Avin Dabiri

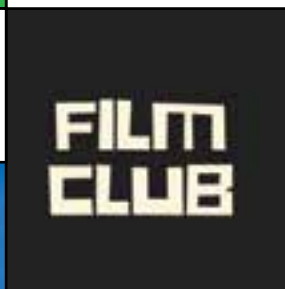
Social justice club is committed to the students of Blackwattle bay. We work hard to fight for fairness, equality and justice for our school community. Join us to make a change in our school.



Chess Club - Leo Barwick
Chess club compete in weekly games in the library, where we compete against each other. Later in the term, we have plans to enter bigger competitions to play against other schools and groups.



SAGA - Jet Wufong
The Sexuality and Gender Alliance club is a group for LGBTQIA+ students and their allies. We provides a place of inclusivity, respect, and understanding for all people of different genders and sexualities. We meet fortnightly to discuss gender and sexuality related matters in the school, and organise events such as wear it purple day.



Film club - Bede Warnock
We make short films, and are in need of actors, writers, directors, cinematographers, audio experts, editors, runners and more. Get first hand experience for your CV, and join film competitions and compete for our school.

Blackwattle Bay Campus is sponsored by Sydney Rotary to participate in the yearly event in June. Last year we represented France at the United Nations and in 2023 we will be representing the United States of America.



SISTER SCHOOL PROGRAM: MALIANA, TIMOR LESTE

Since 2005 Sydney Secondary College has been in partnership with Inner West Council's Friends of Maliana Friendship Group in Timor Leste.

In 2011, the College had its first student excursion to Maliana. On this occasion a Sister School Agreement between Sydney Secondary College and Escola Secundaria Publico No 2 Malibaca was established. This agreement represents a first for State Education in NSW with Timor Leste.

In 2012 the principal and five teachers from Malibaca High School visited our college for two weeks as part of this program. They spent time in our College community in homestay and at each of the three campuses that make up Sydney Secondary College.

Each year since 2013 nine students have travelled to Maliana. Unfortunately, this program was paused during COVID, but it is intended that a small group of Year 11 students may have the opportunity to travel to Timor Leste again in July 2024. More information about this opportunity will be made available to students during Taster Week.



3 NESAS 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.

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, Typography and Mural Design. These modules can be explored and developed in a wide range of forms from drawing, painting, printmaking, photography, ceramics, 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.



ENROLMENT DATES

Selective School Application	22 July
Subject Information Night	22 June
Subject Selection Interviews (Leichhardt)	8-10 August
Subject Selection Interviews (Balmain)	15-17 August
Registered External College Applications	18 August
External College Students Interviews	28 August onwards
Email Confirmation for Yr 11 2024	9 October
New Student Orientation Day	20 November
Taste of Blackwattle Bay Week	21-24 November
Year 11 2004 Enrolment Night	23 November

SPORT



Sport at Blackwattle Bay Campus is focussed on students participating in positive physical activity to support their wellbeing and mental health. It is timetabled on a flexible basis where students can elect to participate in weekly activity offered in line 7 class time or at lunchtime.

Students can opt to participate in sports such as bike riding, kayaking, volleyball, indoor rock climbing and futsal. Kayaking and bike riding make use of our wonderful location on Blackwattle Bay. Lunchtime drop in sports see students playing pickleball, volleyball, badminton and basketball. These sessions are very popular with students.

A variety of NSWCHS knockout sports are entered with students playing basketball, netball, football and touch. Bligh Zone conducts a range of fun Gala Days in a range of sports where students compete against the seven schools in the inner-city and the traditional swimming, cross country and athletics carnivals.

Some words of wisdom from some of our students about the opportunities that sport provides:

"Since I started high school, Boys' Football has always been an escape from the long and challenging school year, especially at the senior campus. Representing the College throughout my time at this Campus has been an honour. It has allowed me to be selected for the Sydney East Regional Team. It has also opened opportunities as well as being able to use this as a reference for my applications to University."

Gilbert Duffy Year 12 Boys Football Sydney East representative

"Since starting high school cross country and athletics have been a great way to get involved in school life and meet new people, as well as the honour of representing my College at Zone, Regional and State level. I really enjoy running and this provides me with an outlet to maintain a lifestyle and also to push myself to achieve a high place in each year and to improve on my personal best. As an HSC student it has helped me to stay focussed on my coursework and keep me balanced for the HSC year."

Jake Evans Year 12 NSWCHS/ All schools representative Cross Country and Athletics

"Throughout high school I have been involved in every sport possible. I was fortunate enough to be given the opportunity to be a part of the Girls Football team. It's a sport I love and it has led to many friendships both at school and beyond. I was lucky enough to be selected for Sydney East and make the NSWCHS State Championship final. Soccer has been a way to balance the stresses of senior school."

Riley Welsh Year 12 Sydney East Girls Football representative

WHAT STUDENTS SAY ABOUT WEEKLY SPORT

Kayaking

"It's an awesome activity. Hard work getting up so early but definitely worth the effort!" – Mia Sciacca Year 12

Indoor rockclimbing

"It's a great chance to challenge yourself on different climbs and the staff at U of Sydney are so friendly."

– Ginerva Lota Year 11

Bike riding

"We get to ride on great bikes, explore the local area on the harbour foreshore and work on our fitness."

– Sorrachet Sudthawichai Year 11

Volleyball

"It's so much fun playing volleyball in the hall. A chance to play competitively in a social setting." – Luca Morrow Year 12

WHAT STUDENTS SAY ABOUT LUNCHTIME DROP IN SPORT

Pickleball

"Lunch is so boring. It's the only chance I get to play against my mates." – Max Rider Year 12

"A welcome distraction from an intense day of hard work in class." – Lucia Wand Year 12

Badminton

"It's so much fun to have the chance to play badminton with my friends." – Lucy White Tear Year 12

Basketball

"There is a great 5 on 5 competition for anyone who wants to play. We attract a lot of players each week and a huge cheer squad." – Mamadou Faye Year 12

SYDNEY SECONDARY COLLEGE

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Education Partnership



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

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