

CARDIFF HIGH SCHOOL

Know Thyself

YEAR 10 Subject Selection Information Booklet For Year 11 2024



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GLOSSARY

Please see below a list of key terms throughout this information booklet.

| | |
|-----------------|---|
| NESA | NSW Education Standards Authority |
| UNIT | A measure of marks/ time per subject i.e. 1 unit is equal to 50 marks in the HSC and approximately 3 periods on the school timetable, while 2 units is 100 marks and 7 periods. (Most subjects are 2 units) |
| BDC | Board Developed Courses. Have an external HSC exam, these can be compulsory or optional exams |
| BEC | Board Endorsed Course. Do not have an external HSC exam, and cannot be included in an ATAR calculation |
| ATAR | Australian Tertiary Admissions Rank (used as a method of entry for University post school) |
| UAC | University Admissions Centre |
| VET | Vocational Education and Training |
| eVET | externally delivered VET courses delivered with TAFE NSW or another Registered Training Organisation (RTO) |
| SBAT | School Based Apprenticeship and Traineeships |
| RTO | Registered Training Organisation |
| PATHWAYS | Choice for students to undertake their HSC over several years (maximum of 5) rather than the traditional 2 years |

PRINCIPAL'S MESSAGE

The following information booklet outlines the courses *offered* for Year 11 at Cardiff High School. It gives insight to the requirements for studying the Higher School Certificate.

The HSC should not be seen as the end of learning, but the beginning to new and further educational and vocational opportunities, and the development of skills to take forward into post school education or employment. The benefits of studying the HSC for students include:

- It is aimed at recognising students' achievements and allows them to recognise the possibilities available to them.
- The courses for the HSC are strongly linked to further education and vocational courses.
- The manner, in which the HSC is assessed, fairly assesses each student's skills and knowledge.
- Students who meet the minimum standard in their courses will receive a mark of 50. If their performance is higher, a higher mark and band ranking is awarded.
- The HSC today allows students the possibility to undertake vocational courses, TAFE study or even undertake a school based part-time traineeship as a part of their studies.
- Students can also access flexibility with studying the HSC up to 5 years in length (Pathways).

Studying the HSC at Cardiff High School provides students with the opportunity to follow a wide range of career options and should be seen as a platform to the future.

When considering the subjects students would like to study for the HSC students should consider the NESA requirements for the Higher School Certificate and what pattern of study they wish to undertake.



Joshua Gane
Principal

What pathways are available?

The modern Higher School Certificate (HSC) is an increasingly flexible, and individualised pathway to completing secondary school.

There are a huge variety of options and opportunities to select from. Students can select pathways that are academic, academic and vocationally driven, and now able to even take on School Based Apprenticeships and Traineeships with an employer as part of their future study.

Students will make a huge range of decisions as part of the process of transition from Year 10 into Year 11. The first decision for the HSC is related to the pathway they take into Year 11.

Here at Cardiff, there are two main pathways to choose from:

Higher School Certificate and Australian Tertiary Admissions Rank

Or

Higher School Certificate

HSC and ATAR

This pathway is for a student looking for an HSC that is eligible to receive an ATAR.

Students selecting this pathway can expect to pick subjects that will have external examinations and academic rigour.

Students taking this pathway will take courses that are known as Board Developed Courses

HSC

This pathway is for a student looking to gain their HSC and not worried about ATAR eligibility.

Students selecting this pathway can flexibly from a range of subjects that meet their needs.

Students taking this pathway will take courses that are both Board Developed and Board Endorsed Courses



WHY ARE SUBJECT CHOICES IMPORTANT?

The subjects students select at school, can and often lead to experiences that will influence future career decisions. Studying subjects that they like and that interest them make life at school, more enjoyable.

When a student enjoys a course, they are more likely to perform well. It is equally important for a student who is looking to exit school to select appropriate subjects that demonstrate their interests and can assist them in developing skills that will help them gain the post school employment or education they are seeking.

MAKING INFORMED CHOICES

Students should ask themselves the following questions to assist in making an informed choice.

- What subjects are available?
- What subjects interest me?
- What subjects am I good at?
- What subjects do I need for further study?

Note: In most cases, the best subjects to take are the ones you like the most. If you select subjects, you are interested in, you are more likely to do well.

Use the following as a guide when choosing subjects:

Ability: choose subjects in which you achieve

Interest: choose subjects you enjoy

Motivation: choose subjects you really want to study

PARENTS HOW CAN YOU HELP?

Many parents ask “How can we help? It is so different from my HSC. There are so many choices”.

Below are just a few suggestions:

- Be interested, supportive, encouraging, and positive towards your child and their needs.
- Help promote realistic aspirations and goals with them.
- Do not apply too much pressure on them to achieve. It can be counterproductive.
- Look for and praise areas where they do well. Make this an ongoing attitude.
- Help them explore career areas which interest them (even if they do not interest you).
- Encourage them to be responsible for their actions.
- Try not to impose your wishes on them. Understand that their needs and desires may not be the same as your own.
- Encourage them to think broadly.
- Seek professional advice on what would suit their needs, interests and abilities.
- Let subject choices be guided by your child’s interests and abilities.
- Treat each child as an individual.

TYPES OF COURSES

Each HSC course follows a syllabus that can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

The syllabus for each course contains:

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

All courses offered for the Higher School Certificate have a unit value.

Most courses are 2 units; some extension courses may have a value of 1 unit. (Units represent the amount of time allocated to a course, and marks i.e., a 2 unit course runs typically 7 periods across a cycle and is marked out of 100)

Board Developed Courses

These make up many courses set by Education Standards, these courses are characterised by the following;

- Each Board Developed Course (BDC) has an external exam attached to it. These examinations can be **compulsory** or **optional**
- Board Developed Courses are used to determine ATAR eligibility And Include Vocational Education and Training courses that are known as Industry Curriculum Framework Courses. These have optional exams.

Board Endorsed Courses

These courses are developed by schools, TAFE and other providers, they are approved courses by the NSW Education Standard, these courses are characterised by the following:

- They count as units towards your HSC
- **Do not** have an external HSC examination,
- Cannot contribute towards the calculation of an ATAR
- Includes Vocational Education and Training courses that do not have external examinations

Life Skills Courses

Stage 6 (Years 11 and 12) Life Skills courses are available under certain circumstances for students with special educational needs.

There are specific entry requirements for the Life Skills courses and students still need to meet the general eligibility and study patterns to gain their HSC.

Extension Courses

Extension study is available in several subjects such as English, and Mathematics,

Extension courses build on the content of the 2 Unit course and carry an additional value of 1 Unit.

ASSESSMENT AND REPORTING

The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

- Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements that is similar to the ROSA (Record of Student Achievement).
- School-based assessment tasks will contribute to 50% of your HSC mark. A student's school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- 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. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC students will receive a portfolio containing:
 - The HSC Testamur
(The official certificate confirming your achievement of all requirements for the award.)
 - The Record of Achievement
 - Course Reports

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

NSW EDUCATION STANDARDS AUTHORITY

NESA determine the rules of the HSC and the requirements to successfully earn the credential. To be eligible for the HSC, you must:

- satisfactorily complete Year 10 or gain other qualifications that satisfy NESA requirements
- attend a government school, an accredited non-government school, a NSW Education Standards Authority recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work
- complete the HSC minimum standard testing
- sit for and make a serious attempt at the required HSC exams
- satisfactorily complete courses in the patterns of study detailed below



You must satisfactorily complete:

- a Year 11 pattern of study that includes a **minimum** 12 units
- a Year 12 pattern of study that includes a **minimum** 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

What is the ATAR?

Tertiary institutions in Australia have found that a selection rank based on a student's overall academic achievement is the best single predictor of success for most tertiary courses.

The ATAR provides a measure of a student's overall academic achievement in relation to that of other students. It is calculated solely for use by institutions, either on its own or with other selection criteria, to rank and select school leavers for their courses.

The ATAR is a rank, not a mark.

It is a number between 0.00 and 99.95 and indicates a student's position relative to all the students who started high school with them in Year 7. An ATAR of 80.00 means that you are ranked in the top 20 percent of students in NSW completing the HSC.

It is important to note that there is a difference between course **performance** and **position**. You may perform well in a subject, but not necessarily position well in comparison to every student studying that subject in NSW.

University Entry

Entry to University for school leavers is usually based on an ATAR. Entry may also be based upon an interview, audition, submission of a portfolio, alternative entry methods specific to institutions or an extra questionnaire. To gain more information on entry requirements, course information and course prerequisites, see the Careers Advisor and/or visit www.uac.edu.au

ATAR ELIGIBILITY

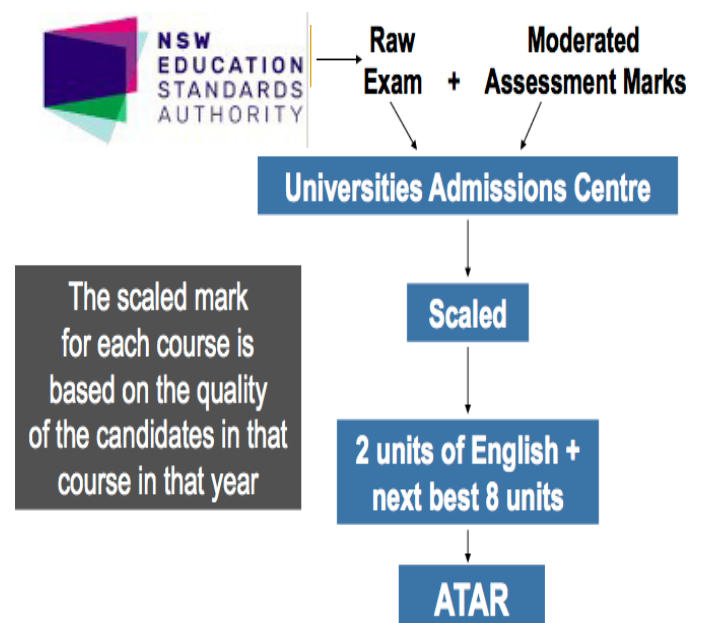
To be eligible for an ATAR, you must complete at least 10 units of Board Developed Year 12 Courses including:

- at least 2 units of a Board Developed Course in English;
 - N.B. English Studies students are required to complete the **optional** HSC examination

Calculation of the ATAR

Your ATAR is calculated on:

- the best 2 units of English
- the best 8 units from the Board Developed Courses where an external exam is completed.



COURSE FEES

| Course | Prelim | HSC | Course | Prelim | HSC |
|--|--------|------|--|--------|-------|
| Board Developed Courses | | | VET Courses | | |
| English Standard | \$0 | \$0 | Business Services | \$30 | \$30 |
| English Advanced | | | Construction (Does not include General Safety Induction Course) | \$90 | \$90 |
| English Extension 1 | | | Hospitality (Does not include Uniform) | \$120 | \$120 |
| English Extension 2 | | | Information & Digital Media Technology | \$30 | \$30 |
| English Studies | | | Retail Services | \$30 | \$30 |
| Aboriginal Studies | \$0 | \$0 | | | |
| Ancient History | \$0 | \$0 | | | |
| Biology | \$25 | \$25 | | | |
| Business Studies | \$0 | \$0 | | | |
| Chemistry | \$35 | \$35 | | | |
| Community & Family | \$0 | \$0 | | | |
| Drama | \$25 | \$25 | | | |
| Engineering Studies | \$0 | \$0 | | | |
| Enterprise Computing | \$0 | \$0 | Board Endorsed Courses | | |
| Food Technology | \$80 | \$80 | Ceramics | \$60 | \$60 |
| Geography | \$0 | \$0 | Exploring Early Childhood | \$0 | \$0 |
| Industrial Technology Timber Product & Furniture Technologies (Does not include materials for Major Work) | \$75 | \$50 | Work Studies | \$0 | \$0 |
| Japanese Beginners | \$0 | \$0 | Sport Lifestyle & Recreation | \$0 | \$0 |
| Legal Studies | \$0 | \$0 | | | |
| Mathematics Standard | \$0 | \$0 | | | |
| Mathematics Advanced | | | | | |
| Mathematics Extension 1 | | | | | |
| Mathematics Extension 2 | | | | | |
| Modern History | \$0 | \$0 | | | |
| Music | \$40 | \$40 | | | |
| PDHPE | \$0 | \$0 | | | |
| Physics | \$25 | \$25 | | | |
| Society & Culture | \$0 | \$0 | | | |
| Software Engineering | \$20 | \$20 | | | |
| Textiles & Design (Does not include materials for Major Work) | \$50 | \$50 | | | |
| Visual Arts (Does not include materials for Major Work) | \$75 | \$75 | | | |

COURSE OVERVIEW

In order of appearance ([click on course to go to page](#))

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| Ancient History | 14 |
| Biology | 15 |
| Business Studies | 16 |
| Chemistry | 17 |
| Community and Family Studies | 18 |
| Drama | 19 |
| Engineering Studies | 20 |
| English Advance | 21 |
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| English Studies | 26 |
| Enterprise Computing | 28 |
| Food Technology | 29 |
| Geography | 30 |
| Industrial Technology | 31 |
| Japanese Beginners | 32 |
| Legal Studies | 33 |
| Mathematic Standard | 34 |
| Mathematics Standard 1 | 35 |
| Mathematics Advanced | 36 |
| Mathematics Extension 1 | 37 |
| Mathematics Extension 2 | 38 |
| Modern History | 39 |
| Music 1 | 40 |
| Personal Development, Health and Physical Education | 42 |
| Physics | 42 |
| Society and Culture | 43 |
| Software Engineering | 44 |
| Textiles and Design | 45 |
| Visual Arts | 46 |
| Ceramics | 48 |
| Exploring Early Childhood | 49 |
| Sport Lifestyle & Recreation | 50 |
| Work Studies | 51 |
| Business Services | 55 |
| Construction Pathways | 56 |
| Hospitality | 57 |
| Information and Digital Technology | 58 |
| Retail Services | 59 |

CARDIFF HIGH SCHOOL

Higher School Certificate Course

Descriptors

Board Developed Courses

Aboriginal Studies

HSIE Faculty

Head Teacher: Andrew Snowden

2 UNIT

BOARD DEVELOPED COURSE

ATAR COURSE

YES

NO

Course fee

\$0

HSC EXAMINATION

Compulsory

Optional

Course Description

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments.

Year 11 Course – Pre-contact to 1960s

Part I – Aboriginality and the Land

Part II – Heritage and Identity

Part III – International Indigenous Community: Comparative Study

Part IV – Research and Inquiry Methods: Local Community Case Study An aspect of the local community from pre-contact to the present

HSC Course – 1960s onwards

Part I – Social Justice and Human Rights Issues

A – Global Perspective

B – Comparative Study

Part II

A – Aboriginality and the Land

B – Heritage and Identity

Part III – Research and Inquiry Methods – Major Project

Exclusions

Nil

Particular Course Requirements

Students will complete a Year 12 Major Project – as per above

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|-----------|---|----------------------|
| A three hour written examination in three sections. Section I – Social Justice and Human Rights Issues (55 marks) Section II – Research and Inquiry methods (15 marks) Section III – Options (30 marks) including short answer and extended response questions | 100 | Knowledge and understanding of course content Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives Research and inquiry methods, including aspects of the Major Project Communication of information, ideas and issues in appropriate forms | 40 25 20 15 |
| | 100 | | 100 |

Ancient History

HSIE Faculty

Head Teacher: Andrew Snowden

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |

Course Description

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

Year 11 Course

Part I: Investigating Ancient History

The Nature of Ancient History

Case Studies e.g. from Egypt, Greece, Asia, Near East, Rome

Part II: Features of Ancient History: a study of at least TWO ancient societies eg from Rome, Egypt, The Near East, the Celts

Part III: Historical Investigation: The investigation must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses

HSC Course

Part I: Core Study: Cities of Vesuvius – Pompeii & Herculaneum (25%)

Part II: ONE Ancient Society (25%) eg Spartan Society, China during the Han Dynasty, New Kingdom Egypt

Part III: ONE Personality in their Times (25%) eg Julius Caesar, Agrippina the Younger, Akhenaten, Hatshepsut

Part IV: ONE Historical Period (25%) eg New Kingdom Egypt, Rome, Imperial China, Persia, Greece

Exclusions

Nil

Particular Course Requirements

Students will complete a Year 11 Historical Investigation per above.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|--|-----------|---|-----------|
| A three hour written examination in four parts, including short answer and extended response questions | 100 | Knowledge and understanding of course content | 40 |
| | | Historical skills in the analysis and evaluation of sources and interpretations | 20 |
| | | Historical inquiry and research | 20 |
| | | Communication of historical understanding in appropriate forms | 20 |
| | 100 | | 100 |

Biology

Science Faculty

Head Teacher: Adam Ross rel.

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$25 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Nil

Course Description

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Topics Covered

Year 11:

The Year 11 course consists of four modules.

Module 1 - Cells as the Basis of Life

Module 2 - Organisation of Living Things

Module 3 - Biological Diversity

Module 4 - Ecosystem Dynamics

Year 12:

The Year 12 course consists of four modules.

Module 5 - Heredity

Module 6 - Genetic Change

Module 7 - Infectious Disease

Module 8 - Non-infectious Disease and Disorders

Particular Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|-----------|--|-----------|
| A single HSC Examination. | 100 | A variety of tasks that will be weighted as follows: | |
| Duration – 3 hours | | Skills in working scientifically | 60 |
| Content of the Examination – Section I – 20 marks M.C. Section II – 80 marks L.R. | | Knowledge & Understanding of course content | 40 |
| | 100 | | 100 |

Business Studies

HSIE Faculty

Head Teacher: Andrew Snowden

| | | | | |
|------------|------------------------|-----------------|------------|----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |

Course Description

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

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

Year 11 Course

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

HSC Course

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

Particular Course Requirements

No special requirements

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|-----------|---|-----------|
| A three hour written examination, including multiple-choice, short answer and extended response questions | 100 | Knowledge and understanding of course content. | 40 |
| | | Stimulus-based skills | 20 |
| | | Inquiry and research | 20 |
| | | Communication of business information, ideas and issues in appropriate forms. | 20 |
| | 100 | | 100 |

Chemistry

Science Faculty

Head Teacher: Adam Ross rel.

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$35 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Nil

Course Description

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

Topics Covered

Year 11

The Year 11 course consists of four modules.

Module 1 Properties and Structure of Matter

Module 2 Introduction to Quantitative Chemistry

Module 3 Reactive Chemistry

Module 4 Drivers of Reactions

Year 12

The Year 12 course consists of four modules.

Module 5 Equilibrium and Acid Reactions

Module 6 Acid/base Reactions

Module 7 Organic Chemistry

Module 8 Applying Chemical Ideas

Particular Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|-----------|--|-----------|
| A single HSC Examination | 100 | A variety of tasks that will be weighted as follows: | 60 |
| Duration – 3 hours | | Skills in working scientifically | |
| Content of the Examination – Section I – 20 marks M.C. Section II – 80 marks L.R. | | Knowledge & Understanding of course content | 40 |
| | 100 | | 100 |

Community and Family Studies

PDHPE Faculty

Head Teacher: Evan Neate

| | | | | |
|------------|------------------------|-----------------|------------|----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |

Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Main Topics Covered

Year 11 Course

- **Resource Management** Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups** The individual's roles, relationships and tasks within groups (approximately 40% of course time).
- **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).

HSC Course

- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

HSC Option Modules

Select one of the following (approximately 25% of course time):

- **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.
- **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Assessment: HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|-----------|--|-----------|
| Section I – Core | | Knowledge and understanding of how the following impact on wellbeing: • resource management • positive relationships • range of societal factors | |
| Part A Objective response questions | 20 | • nature of groups, families and communities | 40 |
| Part B Short-answer questions | 55 | Skills in: • applying management processes to meet the needs of individuals, groups, families and communities • planning to take responsible action to promote wellbeing | 25 |
| Section II – Options Candidates answer the question on the option they have studied. Each question contains: • short-answer parts worth 10 marks • an extended response part worth 15 marks | 25 | • Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating | 35 |
| | 100 | | 100 |

Drama

English Faculty

Head Teacher: Danielle Asquith

| | | | | |
|------------|------------------------|-----------------|------------|----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$25 | HSC EXAMINATION | Compulsory | Optional |

Course description

Students in Drama study the practices of Making, Performing and Critically Studying. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

Preliminary course

Students engage with these components through collaborative and individual experiences.

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

HSC course

Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

Group Performance

Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

Individual Project

Students demonstrate their expertise in a particular area. They choose one project from:

- Critical Analysis
- Design
- Performance
- Script-writing
- Video Drama.

Topics

- Australian Drama and Theatre (Core)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|------------------------|------------|--------------------------|------------|
| External Exam | 40 | Making | 40 |
| Group Performance | 30 | Performing | 30 |
| Individual Performance | 30 | Critically Studying | 30 |
| HSC | 100 | School Assessment | 100 |

Engineering Studies

TAS Faculty

Head Teacher: Matthew Honeywill

2 UNIT

BOARD DEVELOPED COURSE

ATAR COURSE

YES

NO

Course fee

\$0

HSC EXAMINATION

Compulsory

Optional

Course Description

Both Year 11 and HSC 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.

Main Topics Covered

Year 11 Course

Students undertake the study of 4 compulsory modules:

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

HSC Course

Students undertake the study of 4 compulsory modules:

- Two application modules relating to the fields of Civil Structures and Personal and Public Transport
- Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements

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.

HSC 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 HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|--|-----------|---|-----------|
| A three hour written examination: | | Engineering principles and developments in technology | 50 |
| Section I Objective response questions | 20 | Skills in research, problem solving and communication related to engineering | 30 |
| Section II Short-answer questions | 80 | Understanding of the scope and role of engineering including management and problem solving | 20 |
| | 100 | | 100 |

English Advanced

English Faculty

Head Teacher: Danielle Asquith

| | | | | |
|------------|------------------------|-----------------|------------|----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: English (Standard); English (Studies); English (ESL)

Course Description

Across Stage 6 the selection of texts must give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- 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
- 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
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

Main Topics Covered

Year 11 course

- Common module: Reading to Write
- Module A: Narratives that Shape our World
- Module B: Critical Study of Literature

There are no prescribed texts for Year 11.

Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

The Year 11 course requires students to support their study of texts with their own wide reading.

Year 12 course

- Common module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing. Optional: This module may be studied concurrently with the common module and/or Modules A and B

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

- Shakespearean drama
- prose fiction
- poetry OR drama

The remaining text may be film, media or nonfiction text **or** may be selected from one of the categories above.

The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.

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

Particular Course Requirements

For the **Year 11 English Advanced** course students are required to:

- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A and B.

For the **Year 12 English Advanced** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A, B and C over the course.

| Assessment: HSC course only | | | |
|---|----------------------------|---|------------------|
| External Assessment | Weighting | Internal Assessment | Weighting |
| Two examinations: Paper 1: Common Module Texts and Human Experiences Section I: Short answer Section II: Sustained Response Paper 2: Modules Section I: Module A Section II: Module B Section III: Module C | 20 20 20 20 20 | A variety of task to assess the following components as weighted below: <ul style="list-style-type: none"> • Knowledge and understanding of course content • Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50 50 |
| | 100 | | 100 |

English Standard

English Faculty

Head Teacher: Danielle Asquith

| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
|---|------------------------|---|------------|----------|
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |
| Exclusions: English (Advanced); English (ESL); English (Extension) | | | | |
| <p>Course Description</p> <p>Across Stage 6 the selection of texts must give students experience of the following:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. • 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 • 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 • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate | | | | |
| Main Topics Covered | | | | |
| <p>Year 11 course</p> <ul style="list-style-type: none"> • Common module – Reading to Write: Transition to Senior English • Module A: Contemporary Possibilities • Module B: Close Study of Literature | | <p>There are no prescribed texts for Year 11. Students are required to study ONE complex multimodal or digital text in Module A. Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p> | | |
| <p>Year 12 course</p> <ul style="list-style-type: none"> • Common module – Texts and Human Experiences • Module A: Language, Identity and Culture • Module B: Close Study of Literature • Module C: The Craft of Writing. Optional: This module may be studied concurrently with the common module and/or Modules A and B | | <p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • prose fiction • poetry OR drama • film OR media OR nonfiction <p>The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common module: Texts and Human Experiences.</p> | | |
| Particular Course Requirements | | | | |
| <p>For the Year 11 English Standard course students are required to:</p> <ul style="list-style-type: none"> • complete 120 indicative hours • complete the common module as the first unit of work • complete Modules A and B | | <p>For the Year 12 English Standard course students are required to:</p> <ul style="list-style-type: none"> • complete the Year 11 course as a prerequisite • complete 120 indicative hours • complete the common module as the first unit of work • complete modules A, B and C over the course of the year | | |

| Assessment: HSC course only | | | |
|---|----------------------------|---|------------------|
| External Assessment | Weighting | Internal Assessment | Weighting |
| Two examinations: Paper 1: Common Module Texts and Human Experiences Section I: Short answer Section II: Sustained Response Paper 2: Modules Section I: Module A Section II: Module B Section III: Module C | 20 20 20 20 20 | A variety of task to assess the following components as weighted below: <ul style="list-style-type: none"> • Knowledge and understanding of course content • Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50 50 |
| | 100 | | 100 |

English Extension 1

English Faculty

Head Teacher: Danielle Asquith

| 1 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | |
|---|------------------------|---|------------|
| Course fee | \$0 | HSC EXAMINATION | Compulsory |
| | | | Optional |
| Exclusions: English (Standard); English (Studies); English (ESL) | | | |
| Prerequisites: (a) English (Advanced) (b) Year 11 English (Extension) is a prerequisite for English Extension Course 1 (c) English Extension Course 1 is a prerequisite for English Extension Course 2 | | | |
| Course Description In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation. | | | |
| Main Topics Covered | | | |
| Year 11 course | | | |
| Module: Texts, Culture and Value | | | |
| Students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students' understanding of how and why cultural values are maintained and changed. | | | |
| Students examine a key text from the past and its manifestations in one or more popular cultures. Through close study they: | | | |
| <ul style="list-style-type: none"> consider the relationships between the text and its culture explore the language of the texts and examine the ways in which language shapes and reflects values consider the effects of different ways of responding to texts consider the ways and reasons the original and later manifestations of the text are valued. | | | |
| Assessment Information | | | |
| Assessment: HSC course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A 2hr examination: | | A variety of task to assess the following components as weighted below: | |
| Section I: Common Module | 50 | <ul style="list-style-type: none"> Knowledge and understanding of complex texts and of how and why they are valued | 50 |
| Section II: Elective | 50 | <ul style="list-style-type: none"> Skills in complex analysis, sustained composition and independent investigation | 50 |
| | 100 | | 100 |

English Studies

English Faculty

Head Teacher: Danielle Asquith

| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | | YES | NO |
|------------|------------------------|-----------------|------------|----------|----|
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional | |

Exclusions: English (Standard); English (Advanced); English (ESL); English (Extension)

Course Entry Guidelines

English Studies is a Board Developed HSC course for students who are seeking an alternative to the English Standard course. It is for students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is also for those students who intend to proceed from school directly into employment or vocational training. Students studying English Studies who want to obtain an ATAR must sit the HSC examination.

Students studying HSC English Studies can sit an optional HSC English Studies examination. This decision is best made at the beginning of the course.

Students who decide to sit the optional HSC English Studies examination will be eligible for an HSC and the examination may be included in the calculation of their ATAR.

Students who do not sit the HSC examination will be eligible for an HSC if they have met all other HSC requirements.

Grades (A – E) will be used to report school-based assessment in HSC English Studies, instead of assessment marks.

Course Description

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Main Topics Covered

Year 11 Course (120 indicative hours):

- The module 'Achieving through English – English and the worlds of education, careers and community is mandatory in the Year 11 course.
- Students will study a total of 2-4 modules (including the mandatory module), 20-40 indicative hours per module.

HSC Course (120 indicative hours):

- The HSC common content consists of one module, *Texts and Human Experiences*, which is also common to the HSC Standard and HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students will study an 2-4 additional modules (selected based on needs and interests) , 20-40 indicative hours per module.

Schools may develop and offer one 20-hour module of their own design for the Year 11 year.

Particular Course Requirements

Students are **required** to:

be involved in planning, research and presentation activities as part of one individual and/or collaborative project
develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year

engage with the community through avenues, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

complete a multimodal assessment task in both the Year 11 and HSC course.

For the **Year 11 English Studies** course:

students complete 120 indicative hours

- students study the mandatory, module, *Achieving through English: English in education, work and community*, as the first unit of work.
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed), considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- School-designed modules should be based on the framework of the modules outlined in this syllabus.

For the **Year 12 English Studies** course:

- students complete the Year 11 course as a prerequisite
 - students complete 120 indicative hours
 - complete the mandatory common module – *Texts and Human Experiences* as the first unit of work.
 - students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed) considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus

Assessment Information

Assessment: HSC course only

| External Assessment (ATAR) | Weighting | Internal Assessment (Non ATAR) | Weighting |
|--|-----------|---|--------------|
| A two and a half hour written examination: Section I: Common Module – Texts and Human Experiences Short answer questions Section II: Common Module – Texts and Human Experiences Sustained Response Section III: Elective Modules Sustained Response Section IV: Writing Skills Sustained Response | 100 | A variety of task to assess the following components as weighted below: <ul style="list-style-type: none">● Knowledge and understanding of course content● Skills in:<ul style="list-style-type: none">-comprehending texts-communicating ideas-using language accurately, appropriately and effectively | 50 50 |
| | 100 | | 100 |

Enterprise Computing

TAS Faculty

Head Teacher: Matthew Honeywill

2 UNIT

BOARD DEVELOPED COURSE

ATAR COURSE

YES

NO

Course fee

\$0

HSC EXAMINATION

Compulsory

Optional

Course Description

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.

Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.

Enterprise Computing encourages the understanding of the implications of responsible and ethical application of digital systems, and the application of appropriate standards in the development of solutions. Students learn about the technologies that support enterprise-based information systems. As they develop digital solutions, students investigate social and safety issues relating to cyber safety, cybersecurity and digital footprints. They engage with technologies that improve access to, and participation in, computing technologies across a range of enterprises.

Course Content

The aim of Enterprise Computing is to develop each student's capacity to:

- think creatively, devise solutions and communicate information to a range of audiences using a variety of computing resources
- apply computing technologies and systems thinking to data analysis
- solve (or improve) enterprise challenges, such as those relating to social, commercial or industrial issues.

Year 11

- Networking systems and social computing
- Principals of cybersecurity

Year 12

- Data Science
- Data visualisation
- Intelligent systems
- Enterprise Project

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---------------------|-----------|--|-----------|
| External HSC Exam | 100 | Knowledge and understanding of course content | 50 |
| | | Knowledge and skills in the practical application of the content | 50 |
| HSC | 100 | School Assessment | 100 |

Food Technology

TAS Faculty

Head Teacher: Matthew Honeywill

2 UNIT

BOARD DEVELOPED COURSE

ATAR COURSE

YES

NO

Course fee

\$80

HSC EXAMINATION

Compulsory

Optional

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Year 11 Course

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

HSC Course

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

Particular Course Requirements There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|------------------------------|-----------|--|-----------|
| A 3 hour written examination | 100 | Knowledge and understanding of food technology | 20 |
| | | Skills in researching, analysing and communicating food issues | 30 |
| | | Skills in experimenting with and preparing food by applying theoretical concepts | 30 |
| | | Skills in designing, implementing and evaluating solutions to food situations | 20 |
| | 100 | | 100 |

Geography

HSIE Faculty

Head Teacher: Andrew Snowden

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Nil

Course Description

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

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

Year 11 Course

Biophysical Interactions – how biophysical processes contribute to sustainable management.

Global Challenges – geographical study of issues at a global scale.

Senior Geography Project – a geographical study of student's own choosing.

HSC Course

Ecosystems at Risk – the functioning of ecosystems, their management and protection.

Urban Places – study of cities and urban dynamics.

People and Economic Activity – geographic study of economic activity in a local and global context.

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

Particular Course Requirements

Students complete a senior geography project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and HSC courses.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|----------------------------------|-----------|---|-----------|
| A three hour written examination | | Knowledge and understanding of course content. | 40 |
| Multiple-choice | 20 | Geographical tools and skills. | 20 |
| Short answers | 40 | Geographical inquiry and research, including fieldwork. | 20 |
| Extended responses | 40 | Communication of geographical information, ideas and issues in appropriate forms. | 20 |
| | 100 | | 100 |

Industrial Technology

TAS Faculty

Head Teacher: Matthew Honeywill

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | YR11 \$75 & YR12 \$50 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

Main Topics Covered

Year 11 Course

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

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

HSC Course

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

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

Particular Course Requirements

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|--|-----------|--|-----------|
| Written examination | | | |
| <i>Section I – Industry Related Manufacturing Technology</i> Objective response questions specific to each industry focus area | 10 | Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area | 40 |
| <i>Section II – Industry Related Manufacturing Technology</i> Short-answer questions specific to each industry focus area | 15 | Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project | 60 |
| <i>Section III – Industry Study</i> Candidates answer one structured extended response question | 15 | | |
| Major Project | 60 | | |
| | 100 | | 100 |

Japanese Beginners

CAPA Faculty

Head Teacher: Bart Simpson

2 UNIT

BOARD DEVELOPED COURSE

ATAR COURSE

YES

NO

Course fee

\$0

HSC EXAMINATION

Compulsory

Optional

Course Description:

Through this course students learn to appreciate the richness and diversity of the Japanese language and culture. Japanese provides access to the language and culture of one the global community's most technologically advanced societies and economies. Studying Japanese provides students with opportunities for future study and employment, both domestically and internationally, across a wide range of industry areas, particularly hospitality, tourism and international relations. Students develop the communication skills of listening, speaking, reading and writing in Japanese as they investigate the prescribed topics

Main Topics Covered

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

Particular Course Requirements:

This course is only for students who have no prior knowledge or experience of the Japanese language, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or 5

Assessment: HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---------------------|-----------|---------------------|-----------|
| Written Paper | 80% | Listening | 30% |
| | | Reading | 30% |
| Oral Exam | 20% | Speaking | 20% |
| | | Writing | 20% |
| | 100 | | 100 |

Legal Studies

HSIE Faculty

Head Teacher: Andrew Snowden

| | | | | |
|------------|------------------------|-----------------|------------|----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Nil

Course Description

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Year 11 Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

HSC Course

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

Each topic's themes and challenges should be integrated into the study of the topic.

Particular Course Requirements

No special requirements

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|--|-----------|--|-----------|
| A three hour written examination: | | | |
| Core | 20 | Knowledge and understanding of course content. | 60 |
| Crime | 30 | | |
| Focus Studies | 50 | Inquiry and research. | 20 |
| | | Communication of Legal Studies information, issues and ideas in appropriate forms. | 20 |
| | 100 | | 100 |

Mathematics Standard

Mathematics Faculty

Head Teacher: Kim Gallard

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

Course Description

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically. Mathematical thinking is supported by an atmosphere of questioning, communicating, reasoning and reflecting and is engendered by opportunities to generalise, challenge, and find connections and to think critically and creatively.

The Mathematics Standard courses are focused in enabling students to use mathematics effectively, efficiently and critically to make informed decisions on 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.

Topics Covered

Year 11

Algebra

- Formulae and Equations
- Linear Relationships

Measurement

- Applications of Measurement
- Working with Time

Financial Mathematics

- Money Matters

Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12

Algebra

- Types of Relationships

Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Financial Mathematics

- Investments and Loans
- Annuities

Networks

- Network Concepts
- Critical Path Analysis

Particular Course Requirements

For students who intend to study the Mathematics Standard course, it is recommended that they study all the sub strands of stage 5.1 and the following strands of stage 5.2 – Financial Mathematics, Linear Relationships, Non-linear Relationships, Right-angled Triangles (Trigonometry), Single Variable Data Analysis and Probability.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|--|-----------|--|-----------|
| A single HSC Examination. Duration – 2 hours 35 mins A reference sheet will be provided. NESA approved calculators, a compass and protractor may be used. Content of the Examination: There consists of two sections: Section I (15 marks) Section II (85 marks) Questions may contain parts. There will be 35 to 40 items. At least two items will be worth 4 or 5 marks. | 100 | A variety of assessment tasks across all of the content of the course. | 100 |
| | 100 | | 100 |

Mathematics Standard 1 (Yr 12 Only)

Mathematics Faculty

Head Teacher: Kim Gallard

| | | | | |
|-------------------|-------------------------------|------------------------|------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |

Exclusions:

- Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.
- Students must have completed a majority of Year 11 Mathematics Standard.

Course Description

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. When students become numerate, they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Topics Covered

Algebra

- Types of Relationships

Measurement

- Right-angled Triangles
- Rates
- Scale Drawing

Financial Mathematics

- Investment
- Depreciation and Loans

Statistical Analysis

- Further Statistical Analysis

Networks

- Networks and Paths

Particular Course Requirements

Students must complete a majority of the Year 11 Standard Course.

In addition, students who intend to study the Mathematics Standard course, it is recommended that they study all the sub strands of stage 5.1 and the following strands of stage 5.2 – Financial Mathematics, Linear Relationships, Non-linear Relationships, Right-angled Triangles (Trigonometry), Single Variable Data Analysis and Probability.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|--|-----------|--|-----------|
| A single HSC Examination that students may elect to undertake. Duration – 2 hours 5 mins A reference sheet will be provided. NESA approved calculators, a compass and protractor may be used. Content of the Examination: There consists of two sections: Section I (10 marks) Section II (70 marks) Questions may contain parts. There will be 30 to 35 items. At least two items will be worth 4 or 5 marks. | 100 | A variety of assessment tasks across all of the content of the course. | 100 |
| | 100 | | 100 |

Mathematics Advanced

| | | | | |
|--|-------------------------------|--|---|-----------|
| Mathematics Faculty | | Head Teacher: Kim Gallard | | |
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |
| <p>Exclusions: Students may NOT study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or Mathematics Standard 2 course.</p> | | | | |
| <p>Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7-10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebra Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras' Theorem, 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 Geometry Shapes.</p> | | | | |
| <p>Course Description</p> <p>The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.</p> <p>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</p> <p>It provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</p> | | | | |
| <p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Exponential Logarithmic Functions • Statistical Analysis | | <p>HSC Course</p> <ul style="list-style-type: none"> • Graphing Techniques • Trigonometric Functions • Calculus • Financial Mathematics • Statistical Analysis | | |
| <p>Assessment: HSC course only</p> | | | | |
| External Assessment | | Weighting | Internal Assessment | |
| <p>A single HSC Examination. Duration – 3 hours Content of the Examination – Section I – 10 marks (15 minutes) Section II – 90 marks (2 hrs and 45 mins) Calculators approved by NESA may be used. A reference sheet is provided at the back of the paper.</p> | | 100 | <p>A variety of assessment tasks across all of the content of the course.</p> | |
| | | 100 | | |
| | | | 100 | |

Mathematics Extension 1

Mathematics Faculty

Head Teacher: Kim Gallard

| | | | | |
|--|-------------------------------|---|-------------------|-----------|
| 1 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |
| Exclusions: Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course. | | | | |
| Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry. | | | | |
| Course Description | | | | |
| The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. | | | | |
| Mathematics Extension 1 course enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively, as well as, develop their awareness of the interconnected nature of mathematics, its beauty and its functionality. The course provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level, as well as, provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics. | | | | |
| Main Topics Covered | | HSC Course | | |
| Year 11 Course | | Year 11 Course | | |
| Topic: Functions | | Topic: Proof | | |
| <ul style="list-style-type: none"> • Further Work with Functions • Polynomials | | <ul style="list-style-type: none"> • Proof by Mathematical Induction | | |
| Topic: Trigonometric Functions | | Topic: Vectors | | |
| <ul style="list-style-type: none"> • Inverse Trigonometric Functions • Further Trigonometric Identities | | <ul style="list-style-type: none"> • Introduction to Vectors | | |
| Topic: Calculus | | Topic: Trigonometric Functions | | |
| <ul style="list-style-type: none"> • Rates of Change | | <ul style="list-style-type: none"> • Trigonometric Equations | | |
| Topic: Combinatorics | | Topic: Calculus | | |
| <ul style="list-style-type: none"> • Working with Combinatorics | | <ul style="list-style-type: none"> • Further Calculus Skills • Applications of Calculus | | |
| | | Topic: Statistical Analysis | | |
| | | <ul style="list-style-type: none"> • The Binomial Distribution | | |
| Assessment: HSC course only | | | | |
| External Assessment | Weighting | Internal Assessment | Weighting | |
| A single HSC Examination. Duration – 2 hours Content of the Examination – Section I – 10 marks (15 mins) Section II – 60 marks (1 hr and 45 mins) Calculators approved by NESA may be used. A reference sheet is provided at the back of the paper. | 100 | A variety of assessment tasks across all of the content of the course. | 100 | |
| | 100 | | 100 | |

Mathematics Extension 2 (Yr 12 Only)

Mathematics Faculty

Head Teacher: Kim Gallard

| | | | | |
|------------|------------------------|-----------------|------------|----------|
| 1 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Prerequisite:

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

Course Description

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. This course enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as, an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. It also provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts, as well as, a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level. Mathematics Extension 2 provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Main Topics Covered

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Vectors

- Further Work with Vectors

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of Calculus to Mechanics

| External Assessment | Weighting | Internal Assessment | Weighting |
|--|-----------|--|-----------|
| A single HSC Examination. Duration – 3 hours Content of the Examination – Section I – 10 marks (15 minutes) Section II – 90 marks (2 hrs and 45 mins) Calculators approved by NESA may be used. A reference sheet is provided at the back of the paper. | 100 | A variety of assessment tasks across all of the content of the course. | 100 |
| | 100 | | 100 |

Modern History

HSIE Faculty

Head Teacher: Andrew Snowden

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Nil

Course Description

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

Main Topics Covered

Year 11 Course

Part I: Investigating Modern History

- The Nature of Modern History e.g. The Construction of Modern History and Representation of the Past
- Case Studies e.g. The Fall of the Romanov Dynasty, Trans-Atlantic Slave Trade, Women’s Movements, the Cultural Revolution and the Assassination of JFK

Part II: Historical Investigation: The investigation must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Part III: The Shaping of the Modern World e.g. WW1, The French Revolution,

HSC Course

Part I- Core Study: Power and Authority in the Modern World 1919-1946 (25%)

Part II: National Studies (25%) e.g. Russia, USA

Part III: Peace and Conflict (25%) e.g. Conflict in Europe, The Cold War, Conflict in Indochina

Part IV: Change in the Modern World (25%) e.g. Civil Rights in the USA, Apartheid in South Africa, Cultural Revolution China

Particular Course Requirements

Students will complete a Year 11 Historical Investigation as per above.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|------------------|---|------------------|
| A three hour written examination in three parts, including short answer and extended response questions | 100 | Knowledge and understanding of course content | 40 |
| | | Historical skills in the analysis and evaluation of sources and interpretations | 20 |
| | | Historical inquiry and research | 20 |
| | | Communication of historical understanding in appropriate forms | 20 |
| | 100 | | 100 |

Music 1

CAPA Faculty

Head Teacher: Bart Simpson

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$40 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Music 2

Course Description

In the Year 11 and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered

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

Particular Course Requirements

HSC course

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

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

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|--|------------------|----------------------------|------------------|
| Core Performance (one piece) | 17.5 | Core performance | 10 |
| A 45 minute – one hour aural exam | | Core composition | 10 |
| Electives: | 30 | Core musicology | 10 |
| Three electives from any combination of: | | Core aural | 25 |
| Performance (one piece) | | Elective 1 | 15 |
| Composition (one submitted composition) | | Elective 2 | 15 |
| Musicology (one <i>viva voce</i>) | | Elective 3 | 15 |
| • Elective 1 | 17.5 | | |
| • Elective 2 | 17.5 | | |
| • Elective 3 | 17.5 | | |
| | 100 | | 100 |

Personal Development, Health and Physical Education

PDHPE Faculty

Head Teacher: Evan Neate

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Nil

Course Description

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

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

Main Topics Covered

The structure of the Personal Development, Health and Physical Education course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content from one or more of the following six modules:

- Better Health for Individuals
- The Body in Motion
 - First Aid
 - Composition and Performance
 - Fitness Choices
 - Outdoor Recreation
- Health Priorities in Australia
- Factors Affecting Performance
 - The Health of Young People
 - Sport and Physical Activity in Australian Society
 - Sports Medicine
 - Improving Performance
 - Equity and Health

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students' priorities, needs and interests.

Particular Course Requirements

In addition to core studies, students select **two** options in each of the Year 11 and HSC courses.

Assessment

Students are assessed in relation to the selected Personal Development, Health and Physical Education outcomes and content. Students may achieve outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.

Assessment: HSC course only

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

Physics

Science Faculty

Head Teacher: Adam Ross rel.

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$25 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Nil

Course Description

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

Topics Covered

Year 11

The Year 11 course consists of four modules.

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and Thermodynamics

Module 4 Electricity and Magnetism

Year 12

The Year 12 course consists of four modules.

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

Particular Course Requirements:

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|-----------|--|-----------|
| A single HSC Examination | 100 | A variety of tasks that will be weighted as follows: | |
| Duration – 3 hours | | Skills in working scientifically | 60 |
| Content of the Examination – Section I – 20 marks M.C. Section II – 80 marks L.R. | | Knowledge & Understanding of course content | 40 |
| | 100 | | 100 |

Society and Culture

HSIE Faculty

Head Teacher: Andrew Snowden

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$0 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Nil

Course Description

Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Year 11 Course

- 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.

HSC Course Core

- Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country.
- The Personal Interest Project – an individual research project.

Depth Studies

Two to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems – role of belief systems in societies, cultures and personal life
- Social Inclusion and Exclusion – the nature of equality and difference in societies and cultures
- Conformity and non-conformity – the formation of, and influences on, attitudes and behaviours of groups and their members

Particular Course Requirements:

Completion of Personal Interest Project.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|--|------------------|---|------------------|
| A two hour written examination, including multiple choice, short answer and extended response questions. | 60 | Knowledge and understanding of course content. | 50 |
| Personal Interest Project | 40 | Application and evaluation of social and cultural research methodologies. | 30 |
| | | Communication of information, ideas and issues in appropriate forms. | 20 |
| | 100 | | 100 |

Software Engineering

TAS Faculty

Head Teacher: Matthew Honeywill

2 UNIT

BOARD DEVELOPED COURSE

ATAR COURSE

YES

NO

Course fee

\$20

HSC EXAMINATION

Compulsory

Optional

Course Description

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. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills in: programming fundamentals, the object-oriented paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and use the acquired knowledge and skills to develop a software engineering project. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries.

Course Content

The aim of Software Engineering is to develop in each student:

- a capacity to think creatively to develop and program software solutions
- an ability to apply knowledge, understanding and thinking skills to develop and communicate solutions to real-world problems

Year 11

- Programming Fundamentals
- The object-orientated paradigm
- Programming Mechatronics

Year 12

- Secure Software Architecture
- Programming for the web
- Software Automation
- Software Engineering Project

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---------------------|-----------|--|-----------|
| External HSC Exam | 100 | Knowledge and understanding of course content | 50 |
| | | Knowledge and skills in the practical application of the content | 50 |
| HSC | 100 | School Assessment | 100 |

Textiles and Design

TAS Faculty

Head Teacher: Matthew Honeywill

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$50 | HSC EXAMINATION | Compulsory | Optional |

Exclusions: Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC 41016

Course Description

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two Year 11 textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC 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.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

Main Topics Covered

Year 11 Course

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

HSC Course

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

Particular Course Requirements

In the Year 11 course students will undertake two Year 11 textile projects. Year 11 Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Year 11 Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC 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. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|-----------|---|-----------|
| A written examination of one and a half hours | 50 | Knowledge and understanding of textiles and the textile industry | 50 |
| Major Textiles Project | 50 | Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies | 50 |
| | 100 | | 100 |

Visual Arts

CAPA Faculty

Head Teacher: Bart Simpson

| | | | | |
|-------------------|-------------------------------|------------------------|-------------------|-----------|
| 2 UNIT | BOARD DEVELOPED COURSE | ATAR COURSE | YES | NO |
| Course fee | \$75 | HSC EXAMINATION | Compulsory | Optional |

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

Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Year 11 Course 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 artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

HSC Course 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, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

Particular Course Requirements

Year 11 Course:

- Artworks in at least two expressive forms and use of a process diary
- A broad investigation of ideas in art making, art criticism and art history.

HSC Course:

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- Deeper and more complex investigations in art making, art criticism and art history.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|------------------------------|------------------|---------------------------------|------------------|
| A 1½ hour written paper | 50 | Development of the body of work | 50 |
| Submission of a body of work | 50 | Art criticism and art history | 50 |
| | 100 | | 100 |



CARDIFF HIGH SCHOOL

Higher School Certificate Course

Descriptors

Board Endorsed Courses

Ceramics

CAPA Faculty

Head Teacher: Bart Simpson

| | | | | |
|-------------------|------------------------------|------------------------|----------------|----|
| 2 UNIT | BOARD ENDORSED COURSE | ATAR COURSE | YES | NO |
| Course Fee | \$60 | HSC EXAMINATION | No Examination | |

Exclusions: Projects developed for assessment in this course are not to be used either in full or in part for assessment in any other course.

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from ceramic ware such as plates, bowls and drinking vessels to jewellery, sculpture and decorative wall surfaces. Ceramics provides opportunities for students to enjoy making and studying artworks and to become informed about their own contemporary world.

The study of this course will enable students to:

- learn about a variety of ceramic processes and practices, and the ways in which these can be used in making a range of objects and forms.
- develop an appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies.
- develop skills to give form to their ideas as prototype designs and ceramic products.
- learn to make ceramic artworks using a range of materials and techniques including hand-building, wheel-throwing, casting, and creating sculptural forms, as well as investigating surface treatments, glaze technology and firing techniques, to build a folio of work over the duration of the course.
- learn to develop their approaches to experimentation and how to make informed personal choices and judgements.

Topics Covered:

Core studies

The core studies are compulsory.

There are two parts to the core:

Part 1: Introduction to Ceramics

Part 2: Work Health and Safety (integrated module)

Modules

The following optional course modules are

1. Handbuilding
2. Throwing
3. Sculptural Forms
4. Kilns
5. Glaze Technology
6. Casting
7. Surface Treatment
8. Mixed Media
9. Ceramics Project

Particular Course Requirements:

There is no prerequisite study for the course.

The course can be studied for 1 year (Years 11 **or** Year 12) or 2 years (Year 11 **and** Year 12).

Assessment is internal.

| Component | Weighting |
|---------------------------------|-----------|
| Making | 70 |
| Critical study/Historical Study | 30 |
| | 100 |

Exploring Early Childhood

PDHPE Faculty

Head Teacher: Evan Neate

| | | | | |
|-------------------|------------------------------|------------------------|----------------|----|
| 2 UNIT | BOARD ENDORSED COURSE | ATAR COURSE | YES | NO |
| Course Fee | \$0 | HSC EXAMINATION | No Examination | |

Exclusions: Nil

Our society is increasingly recognising children's experiences in the early childhood years as 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 study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services.

Main Topics Covered:

Core studies

The core studies are compulsory.

There are three parts to the core:

Part A: Pregnancy and Childbirth

Part B: Child Growth and Development

Part C: Promoting Positive Behaviour

Modules

The following optional course modules are

1. Learning Experiences for Young Children
2. Play and the Developing Child
3. Starting School
4. Gender and Young Children
5. Children and Change
6. Children of Aboriginal and Torres Strait Islander Communities
7. Historical and Cultural Contexts of Childhood
8. The Children's Services Industry
9. Young Children and Media
10. Young Children and the Law
11. Children's Literature
12. Food and Nutrition
13. Child Health and Safety
14. Young Children with Special Needs

Particular Course Requirements:

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course.

Assessment: Internal

| Component | Weighting |
|-----------------------------|-----------|
| Knowledge and Understanding | 50 |
| Skills | 50 |
| | 100 |

Sport Lifestyle & Recreation

PDHPE Faculty

Head Teacher: Evan Neate

| | | | | |
|-------------------|------------------------------|------------------------|----------------|----|
| 2 UNIT | BOARD ENDORSED COURSE | ATAR COURSE | YES | NO |
| Course Fee | \$0 | HSC EXAMINATION | No Examination | |

Exclusions: Nil

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle. Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle. The strength of the community in this regard is enhanced by its members having the necessary skills and desire to adopt a range of officiating and support roles introduced in this course.

This course caters for a wide range of student needs. It can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas.

It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives. The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students should be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive

Course structure:

The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools are able to select from these modules to develop programs that respond to student needs and interests.

2 Units / 2 Years
240 Hours
Year 11 – 120 Hours
Year 12 – 120 Hours
6-12 modules studied

Modules

The following course optional modules are

1. Aquatics
2. Athletics
3. Dance
4. First Aid & Sports Injuries
5. Fitness
6. Games and Sports Applications I
7. Games and Sports Applications II
8. Gymnastics
9. Healthy Lifestyle
10. Individual Games and Sports Applications
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives of Games and Sports
14. Sports Administration
15. Sports Coaching & Training

Particular Course Requirements:

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course.

Assessment: Internal

| Component | Weighting |
|-----------------------------|-----------|
| Knowledge and Understanding | 50 |
| Skills | 50 |
| | 100 |

Work Studies

HSIE Faculty

Head Teacher: Andrew Snowden

2 UNIT

BOARD ENDORSED COURSE

ATAR COURSE

YES

NO

Course Fee

\$0

HSC EXAMINATION

No Examination

Exclusions: Nil

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist. This course in Work Studies will assist students:

- to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society
- to undertake an extended work placement to allow for the development of specific job-related skills
- to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas
- to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Description

The aim of the Work Studies is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

Work Studies aims to develop the following: -

Knowledge, understanding and skills

- knowledge and understanding of work, the work environment and skills for employment
- knowledge and understanding of employment options, career management, life planning and further education and training
- skills for success in the workplace
- skills in critically assessing personal and social influences on individuals and groups

Values and attitudes

- opportunities to build self-belief, motivation, persistence, and resilience
- achieving positive results in school, work, family and community activities
- personal attributes that contribute to success in the workplace, access to employment opportunities and further education and training

Year A

Core: My Working Life – online Module

Module 1: In the Workplace

Module 2: Preparing Job Applications

Module 6: Personal Finance

Module 7: Workplace Issues

Module 10: Experiencing Work

Year B

Core: My Working Life – online Module

Module 4: Teamwork and Enterprise Skills

Module 5: Managing Work and Life Commitments

Module 8 – Self Employment

Module 9 – Team Enterprise Projects

Module 10: Experiencing Work

Work Experience

Expected at 2 weeks in Year 11 and 1 week in Year 12.

More extensive work experience opportunities may be taken by students undertaking this course.

Work studies has no external assessment.

It is assessed internally.

Please note – Work Experience reports are used to determine internal assessment marks.

Career Planning 25%

Performing Work Tasks 25%

Working With Others 25%

Managing Change 25%

VOCATIONAL EDUCATION AND TRAINING

For students selecting a Vocational Education and Training (VET) course as part of your school studies. The following section will provide you facts and information on VET courses delivered at Cardiff High School

Cardiff High School is a delivery site for one of the **Public Schools NSW Registered Training Organisations (RTO): Tamworth RTO 90162**

This means the training you will receive meets national industry standards and any qualification you receive will be recognised nationally by employers and other training organisations.

Foundation Skills

Vocational Education and Training (VET) courses are developed in consultation with industry. VET courses provide you with the opportunity to develop the skills, knowledge and attitudes required by industry for employment.

These **foundation** skills include:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

Core Skills for Work:

- Problem Solving
- Collaboration
- Self-Management
- Communication
- Information Technology Skills

Quality Training

- VET teachers have undergone additional training to ensure they meet industry standards and are trained to assess in the workplace.
- We are committed to making links with industry to ensure our training provision meets industry standards and needs.
- We value the views of employers and students on the quality of our training provision
- We provide students with timely advice to support learning

You may be required to pay/supply

- The cost of required uniforms and personal protective equipment
- Some or all of the costs for consumables used in your training
- Some or all the entire course costs for the General Induction Training (White Card) or First Aid Certificate
- The cost of travel to and from Work Placement

What are VET qualifications?

VET courses are made up of units of competency and may lead to either a full qualification (Certificate I, II or III) or a Statement of Attainment (for unit/s of competency completed towards a full qualification). VET courses have dual accreditation, this means students who successfully complete VET courses will receive a nationally recognised qualification (a full Certificate or Statement of Attainment) as well as recognition towards their school qualification (Record of School Achievement or HSC).

Some VET courses allow you to include a HSC exam mark in the calculation of your Australian Tertiary Admission Rank (ATAR) if a student elects to complete the optional exam. These courses are known as **Industry Curriculum Framework Courses**.

Students also can complete a School Based Apprenticeship or Traineeship (SBAT) as part of their HSC. This combines paid work with a structured VET training program to form part of the HSC program of study.

What is Competency Based Assessment?

- Competency based assessment does not compare you against other students. It compares each **individual against the 'competence'** requirements of the training package.
- At the commencement of the course, you will be given an Assessment Schedule indicating the timeline for assessment.
- You may have several opportunities to demonstrate competence. If required you may seek further opportunities to develop and demonstrate competence during the course. Any appeal of an assessment outcome should be discussed with your trainer.
- Some assessment will be ongoing and evidence of competence will be gathered on a continuous basis.
- Other evidence will be collected through specific assessment tasks, projects, assignments, written or practical, portfolios, role plays and simulations.

Students' competence can only be assessed by a qualified VET trainer/assessor.

What about examinations?

For many vocational courses you can choose to undertake an optional HSC examination that can count towards your Australian Tertiary Admission Rank (ATAR).

The school will utilise examination results for the course to calculate an estimate HSC examination mark to be used by NESA in the case of illness and/or misadventure.

Consistent attendance and sustained effort for all course activities are essential for meeting NESA HSC requirements.

What is the USI?

USI stands for 'Unique Student Identifier'. This is a 10 - character code that is issued to you after you apply to <https://www.usi.gov.au/>

The USI is an Australian Government initiative which allows all students engaged in VET to maintain a record of the qualifications they successfully complete.

In order to receive a VET credential, you must provide your school with your USI. If you do not provide this, you will not be issued with any qualifications or units of competency that you have successfully completed.

What about Work Placement?

Work placement is mandatory for most VET courses. This is a NESA requirement and if not completed you may receive an "N" Determination.

If you have not completed the work placement requirement you will not have the 2 units for the course recognised by NESA as credit towards your HSC. The minimum hours of work placement vary, but usually you are required to undertake 35 hours of work placement for every 120 hours of each VET course. Your teacher will provide details about work placement.

To ensure that you are ready to undertake work placement, your teacher must deem you 'Work Ready'. This means you regularly demonstrate a positive work ethic, maturity and independence along with initiative and enthusiasm.

Work placement is organised for you through an organisation known as a Work Placement Service Provider (WPSP). The Work Placement Service Provider is funded to organise ONE work placement per student per year so it is important for you to attend and perform your best during work placement. Note Some work placements have specific requirements such as wearing of PPE and or possible vaccination

•You must not be paid during work placement. The Department of Education provides insurance coverage for you while you are on workplace learning programs, but the insurance cover is not valid for any student who accepts payment.

You may be able to accumulate work placement hours through simulated experiences depending on the course and qualification.

The next pages include the VET courses on offer at Cardiff High School





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.

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 | | Elective | |
|-----------------|--|-----------|---|
| BSBCRT311 | Apply critical thinking skills in a team environment | BSBTEC202 | Use digital technologies to communicate in the work environment |
| BSBPEF201 | Support personal wellbeing in the workplace | BSBOPS201 | Work effectively in business environments |
| BSBSUS211 | Participate in sustainable work practices | BSBOPS301 | Maintain business resources |
| BSBTWK301 | Use inclusive work practices | BSBINS302 | Organise workplace information |
| BSBWHS311 | Assist with maintaining workplace safety | BSBTEC301 | Design and produce business documents |
| BSBXCM301 | Engage in workplace communication | BSBTEC201 | Use business software applications |
| Elective | | BSBPEF301 | Organise personal work priorities |
| BSBTEC303 | Create electronic presentation | | |

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

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

Examples of occupations in the business services industry:

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

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. 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: Preliminary - \$30 HSC - \$30
School Specific equipment and associated requirements for students

Refunds

Refund arrangements are on a pro-rata basis.
 Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.16

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support



2024 Construction Course Descriptor
CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3)
RTO - Department of Education - 90333, 90222, 90072, 90162

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.

Course: **Construction**
 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 CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed 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 construction environment and be able to use a personal digital device including a personal computer or laptop.

Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency

Core Units

| | |
|------------|--|
| CPCWHS2001 | Apply WHS requirements, policies and procedures in the Construction Industry |
| CPCCOM1012 | Work effectively and sustainably in the Construction Industry |
| CPCCOM1013 | Plan and organise work |
| CPCCVE1011 | Undertake a basic construction project |
| CPCCOM1015 | Carry out measurement and calculations |

Elective Units

| | |
|------------|---|
| CPCCCM1011 | Undertake basic estimation and costing |
| CPCCOM2001 | Read and interpret plans and specifications |
| CPCCCA2002 | Use carpentry tools and equipment |
| CPCCCA2011 | Handle carpentry materials |
| CPCCCM2005 | Use construction tools and equipment |
| CPCWHS1001 | Prepare to work safely in the construction industry |

| | | |
|----------|------------|--|
| Option 2 | CPCWFW2002 | Use wall and floor tiling equipment |
| | CPCCCM2013 | Undertake basic installation of wall tiles |

White Card

CPCWHS1001 - Prepare to work safely in the construction industry.
The General Construction Induction Training (White Card) will be delivered as part of this course.

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. **Online courses are NOT recognised by the Department of Education.**

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

Examples of occupations in the construction industry:

This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer

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

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

Competency-Based Assessment

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 - \$90 HSC - \$90 White Card - \$105

School Specific equipment and associated requirements for students

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 <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction
 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.20

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support



2024 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality – Release 1

RTO - Department of Education - 90333, 90222, 90072, 90162

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.

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 - \$120 HSC - \$120
School Specific equipment and associated requirements for students

Refunds

Refund arrangements are on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.3

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support



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.

Course: **Information and Digital Technology**
 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 ICT30120 Certificate III in Information Technology <https://training.gov.au/Training/Details/ICT30120>. 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 an information technology environment and be able to use a personal digital device including a personal computer or laptop.

Units of Competency

Core

| | |
|-----------|---|
| BSBCRT301 | Develop and extend critical and creative thinking skills |
| BSBXCS303 | Securely manage personally identifiable information and workplace information |
| BSBXTW301 | Work in a team |
| ICTICT313 | Identify IP, ethics and privacy policies in ICT environments |
| ICTPRG302 | Apply introductory programming techniques |
| ICTSAS305 | Provide ICT advice to clients |

Elective

| | |
|---|--|
| BSBWHS311 | Assist with maintaining workplace safety |
| ICTICT214 | Operate application software packages |
| ICTSAS308 | Run standard diagnostic tests |
| ICTWEB304 | Build simple web pages |
| ICTWEB305 | Produce digital images for the web |
| Optional unit to receive the full qualification. | |
| ICTWEB306 | Develop web presence using social media |

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"> ▪ using technology to organise information ▪ creativity ▪ programming techniques | <ul style="list-style-type: none"> ▪ critical thinking ▪ problem solving ▪ team work |
|--|---|

Examples of occupations in the Information Technology industry

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Analyst programmer • Web Developer | <ul style="list-style-type: none"> • IT Manager • Network professional | <ul style="list-style-type: none"> • Motion Graphics Designer • Systems Analyst |
|---|--|---|

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 Information and Digital Technology 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 - \$30 HSC - \$30
School Specific equipment and associated requirements for students

Refunds
 Refund Arrangements on a pro-rata basis.
 Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Course Descriptor ICT30120 Certificate III in Information Technology RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.10
 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support



2024 Retail Services Course Descriptor

SIR30216 Certificate III in Retail

RTO - Department of Education - 90333, 90222, 90072, 90162

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.

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 | <ul style="list-style-type: none"> 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: Preliminary - \$30 HSC - \$30
School Specific equipment and associated requirements for students

Refunds
Refund arrangements are on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Course Descriptor SIR30216 Certificate III in Retail RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.14

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

EXTERNAL VOCATIONAL EDUCATION AND TRAINING (EVET)

Students can access externally delivered vocational education and training as part of their HSC. This can be provided by TAFE or another RTO. There is a process for students to apply for eVET within public schools.

2023 Application Process

1. Meet with Career Adviser and collect Expression of Interest (EOI)
2. Complete EOI (Closes around 2nd September 2023*)
3. Career Adviser lodges it online
4. Await an offer from TAFE/RTO (Offers released Term 4 Week 4-7)
5. Accept offer
6. Commence course Term 1 Week 3-4 2024

*Approximate based on 2022 closing date

Important Considerations

Like all study decisions it is extremely important to think carefully before seeking to access an externally delivered subject.

Some considerations:

- Transportation to and from TAFE/RTO needs to be available to access courses. Most subjects will typically run from 2pm to 6pm once per week
- Commitment is vital to successfully complete external study as part of a HSC
- Accessing eVET should be part of a detailed career action plan to support in post school education or employment pathways
- Students may not receive an offer, and a course may not run in the local area due to numbers or funding
- Students who access external courses need to be able to Self-Manage and organize their time between vocational commitments and work commitments
- Willingness to undertake work placement is a must of VET courses





YEAR 10 INTO YEAR 11 2024

SUBJECT SELECTION INTERVIEW PREPARATION

Student name: _____

Web Code: _____

CHECK IN

How are you feeling about subject selections for Year 11 next year?

Do you have any questions about the process?

QUESTIONS:

How sure are you that you will be returning to Cardiff High school next year?

Definitely

Probably

Unsure

What post school education or employment options do you have in mind?

Do you have any other post school employment, education options in mind?

Do you want /or need to go to university? i.e. Do you want an ATAR for possible university entry?

Needs an ATAR

Unsure about an ATAR

Does not need an ATAR

Do you know what University courses you would need to do for these careers/jobs?

What is the approximate ATAR needed for these courses and what subjects may be of benefit?

Are there any other courses that interest you?

Do you know what training you would need for the education or employment that interests you?

What skills do you need to develop for these?

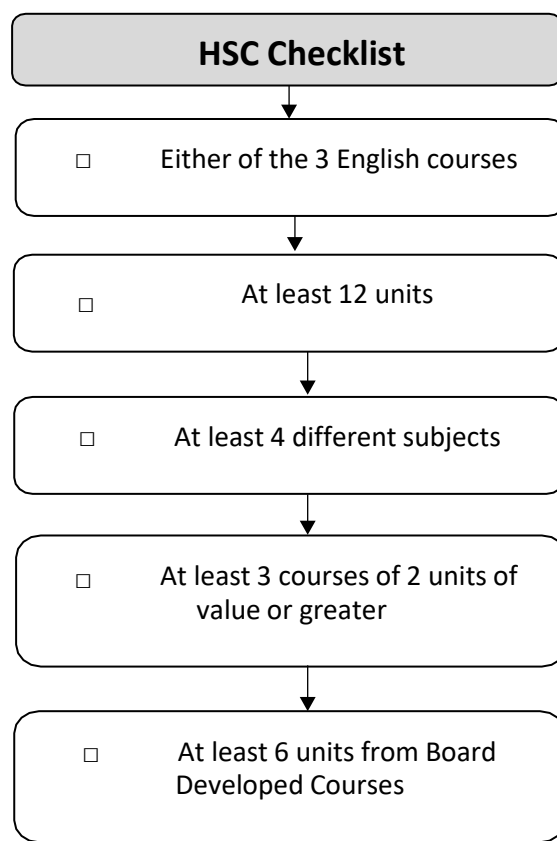
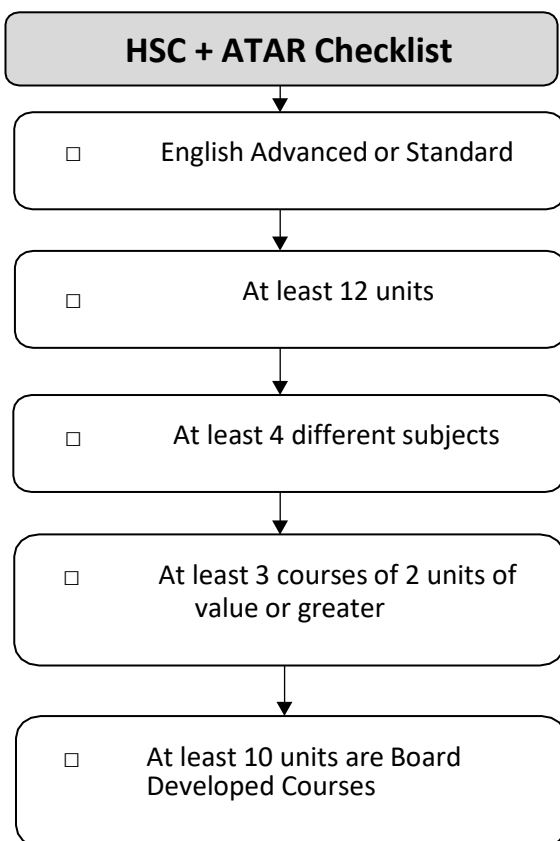
Are there any other courses that interest you?

SUBJECT SELECTION (Planning)

Please remember you will select online in the last 2 weeks of Term 3.

| Preferences | | Keep Selection | Change to |
|-------------|--|--------------------------|-----------|
| 1 | | <input type="checkbox"/> | |
| 2 | | <input type="checkbox"/> | |
| 3 | | <input type="checkbox"/> | |
| 4 | | <input type="checkbox"/> | |
| 5 | | <input type="checkbox"/> | |
| 6 | | <input type="checkbox"/> | |
| 7 | | <input type="checkbox"/> | |

| Reserves | | Keep Selection | Change to |
|----------|--|--------------------------|-----------|
| 1 | | <input type="checkbox"/> | |
| 2 | | <input type="checkbox"/> | |
| 3 | | <input type="checkbox"/> | |



Student signature: _____ Date: _____

Teacher signature: _____ Date: _____