

RICHMOND HIGH SCHOOL



HIGHER SCHOOL CERTIFICATE

Subject Selection Booklet for Students

Preliminary Course 2020
HSC Course 2021





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Principal's Message

Richmond High School offers a comprehensive range of curriculum choices to match the individual interests, academic and vocational needs of all its students. Within our school, skilled staff provide the curriculum expertise and support to ensure student success and for students to reach their goals. The range of vocational opportunities offered to our students is supported through courses on our own school site and through partnerships with TAFE and with our partner High Schools in the Hawkesbury. In addition, students have access to a range of traineeships and part-time apprenticeships to assist those who choose to study at school concurrently with their entry into the world of work.

In considering the wide range of curriculum offerings, students should consider:

- **What I would like to become**
- **What I am interested in**
- **What I am good at**

Students should consider the range of choices available in the senior school and think about: **CAREER**, **INTEREST** and **ABILITY** based on the information available from their teachers, careers Advisor, this information booklet, on-line services, careers markets, tertiary education providers and from people working in industry, as well as parents.

Students, remember to ask yourselves:

- **Whether you will enjoy the subjects you have chosen**
- **Whether you have selected the right combination – the range, the level, the balance and the level of commitment required**
- **Will it suit your purpose and give you the flexibility for future career options?**

Senior school carries with it great opportunities, but also great responsibilities and students will need to dedicate their time over nearly two years to their senior studies, in the same way others work at their jobs. The rewards of a senior education will come from the increased knowledge, skills, attitudes and the maturity which accompanies preparation for an HSC qualification and the opportunities an HSC provides for tertiary education, apprenticeships and the world of work.

Richmond High School offers its students the opportunity to achieve excellent outcomes to participate in innovative educational environments and to have unparalleled curriculum choice at locations which best meet students' learning needs. Underpinning our senior curriculum is our capacity to individualize student success through their development as effective lifelong learners.

Cliff Ralph
Principal





Year Advisor's Message

As Year 10 students, you are now entering a new chapter of your schooling where important decisions need to be made regarding your future. The choice of your subjects for Stage 6 (Years 11-12) should be given careful consideration.

Some students will have a clear mindset on their direction when leaving school and will already be aware of what subject areas to select in order to pursue their chosen careers, however, most students will still be undecided and some may have not even considered life after school.

As your Year Advisor, I would like to offer you some advice, which may be helpful to you when making your subject selection choices:

- Read the Subject Selection Booklet and Career Planning Guide carefully and ask questions.
- Talk to the Careers Advisor, Ms Hyde and ask her what courses you need to complete to assist you in your chosen field of employment.
- Talk to your teachers and the current senior students currently completing courses you are considering. Find out what is involved in each subject and whether or not it meets your needs. If you would like to know which teacher to speak to about a particular subject, you can ask me or a Faculty Head Teacher.
- Discuss your options with your family.
- If University is your goal, make sure you choose subjects which will provide you with an ATAR.
- Choose subjects which you enjoy and are good at. Your chances of success are much greater if you are doing something that you are passionate about. Two years is a long time in which to study subjects for which you have no real interest.
- Do not be swayed by your peers and make your choices based upon what they are doing. I cannot over emphasize the importance of making your own decisions.

Whether you plan to study further at University or TAFE, pursue a trade, or are still unsure of what you want out of life, in the end, this is your future and you need to choose courses that will help you achieve your goals.

Good luck Year 10, I am looking forward to the next two years.

Ms Jessica Taylor
Year 10 Advisor, 2019





Guidelines for Students and Parents

Subject selection for Preliminary (Year 11) and HSC (Year 12) study is complex. Mindful of this we have tried to prepare information in this booklet that makes the task clearer and simpler.

There are several points that must be remembered when using this package to select your subjects for next year.

- The inclusion of a course outline in this booklet does not necessarily mean that this course will be taught at Richmond High next year. The courses that will be taught in Years 11 and 12 are those courses from the list that draw sufficient support from students.
- Students need to select courses carefully and be guided by advice from staff about these courses. Staff experience and knowledge of course content and difficulty, along with their knowledge of each student's ability and history of effort and appreciation, place them in a position to assess the individual student's selection of courses.
- It is important that courses are selected with clear ideas about the vocational directions students wish to follow.
- It is important that students check any subject requirements for specific tertiary courses or institutions they may wish to enter using the HSC qualification.

Students must be aware that the venue for some courses may not be at RHS. Check venues on pages 21 – 22 of Section 3 (Summary page).

- Every effort will be made to meet each student's choice of courses. However, it must be realised that the Subject Selection Survey asked for at the end of this booklet will not be the final choice the student will be asked to make. In the end some compromises will, almost inevitably, have to be made.

If you truly want to study a course that is not offered or available for you locally, then you may be able to access that course through distance Education or Open High School. See the Careers Advisor for more information.

At first it may be that the nature and extent of information available to you is daunting. Perhaps the best advice, before choosing courses is this: **select subjects based on personal interest and capabilities**. From here students will find learning relevant, purposeful and meaningful.

We hope you find this booklet and the subsequent processes involved in assisting subject selection, informative and rewarding.



WHAT ARE MY OPTIONS?

EXPLORE

| My interests, qualities and skills | Careers that use my interests, qualities and skills | Courses I could study | Subjects I could choose for Years 11 and 12 |
|--|--|--|--|
| Agriculture, Rural Studies and Animal Science | | | |
| <p><i>I'm interested in ...</i> the land, the environment, crop growing, farming, plants, animals, animal welfare</p> <p><i>I'm ...</i> observant, confident with animals, organised, good with detail, patient</p> <p><i>... and I'm good at ...</i> making things, planning, maths, technical drawing, manual work, working with animals</p> | <p><i>I could be an ...</i> animal handler, conservation manager, farmer, grazier, horticulturist, land manager, produce manager, stud manager/trainer, veterinarian, winemaker, wool classer</p> | <p><i>I could study ...</i> agribusiness, agricultural science, animal production science, crop production, equine science and horse management, horticulture, farm and land management, plant pathology, post-harvest technology, veterinary science, viticulture and wine science, wool science, zoology</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Agriculture, Biology, Chemistry, Earth and Environmental Science, Geography, Mathematics, Physics, Primary Industries (B)</p> |
| Where can I study? AMC, CQU, CSU, LTU, UNE, USYD, WS | | | |
| Architecture, Building, Design and Planning | | | |
| <p><i>I'm interested in ...</i> how things work, cityscapes, buildings, building design, architecture, gardens, landscapes</p> <p><i>I'm ...</i> artistic, imaginative, organised, good with detail, creative, orderly, conscientious</p> <p><i>... and I'm good at ...</i> making things, coming up with original ideas, drawing, designing, solving problems</p> | <p><i>I could be an ...</i> architect, building manager, construction manager, environmental planner, estimator, industrial designer, interior designer, landscaper, property valuer, surveyor</p> | <p><i>I could study ...</i> construction economics, construction/project management, construction technology, fashion design, industrial design, interior design, landscape architecture, property management, quantity surveying</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Design and Technology, Engineering Studies, Industrial Technology, Mathematics, Physics, Visual Arts, Construction (B)</p> |
| Where can I study? CQU, GU, ICMS, MQ, SCU, TUA, UC, UNE, UNSW, UON, USYD, UTS, WS | | | |
| Arts and Humanities | | | |
| <p><i>I'm interested in ...</i> current affairs, social issues, politics, world events, languages, writing and literature, religions and cultures, history</p> <p><i>I'm ...</i> artistic, creative, adventurous, conscientious, efficient, industrious, resourceful, imaginative</p> <p><i>... and I'm good at ...</i> creative writing, debating, languages, solving problems, thinking critically, using technology</p> | <p><i>I could be an ...</i> anthropologist, archaeologist, archivist, gallery curator, historian, foreign affairs officer, government policy officer, journalist, producer, language specialist, media officer, researcher, social researcher, marketing manager, analyst, translator or interpreter</p> | <p><i>I could study ...</i> Aboriginal studies, archaeology, Asian studies, cinema studies, English, modern/ancient history, international studies, languages, literature, philosophy, political science, psychology, religious studies, sociology, theology, women's studies, media, communications, publishing</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Aboriginal Studies, English (Advanced), Geography, History, International Studies, languages, Religion, Social Sciences, Society and Culture, Textiles and Design, Visual Arts</p> |
| Where can I study? ACAP, ACU, ANU, CQU, CSU, GU, LTU, MQ, SCU, TUA, UC, UNE, UNSW, UNSW-ADFA, UON, UOW, USYD, UTS, WS | | | |
| Business, Commerce, Economics, Marketing and Management | | | |
| <p><i>I'm interested in ...</i> politics, economics, business, international affairs, current affairs, finance and banking, statistics, accounting</p> <p><i>I'm ...</i> good with money, ethical, organised, persuasive, independent, outgoing</p> <p><i>... and I'm good at ...</i> leadership, mathematics, solving problems, showing initiative, critical thinking, logical thinking, negotiating</p> | <p><i>I could be an ...</i> accountant, auditor, banker, business adviser, business analyst, business consultant, economist, entrepreneur, financial analyst, financial planner, human resources manager, project manager, marketing specialist, stockbroker</p> | <p><i>I could study ...</i> accounting, actuarial studies, agribusiness, banking, business, e-commerce, financial advising, human resource management, industrial relations, international relations, management, marketing, statistics</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Business Studies, Economics, English, languages, Mathematics, Society and Culture, Business Services (B), Financial Services (B), Human Services (B), Retail Services (B)</p> |
| Where can I study? ACU, AMC, ANU, CQU, CSU, GU, ICMS, LTU, MC, MIT, MQ, SCU, SIBT, TOP, TUA, UC, UNE, UNSW, UNSW-ADFA, UON, UOW, USYD, UTS, WS | | | |



EXPLORE

| My interests, qualities and skills | Careers that use my interests, qualities and skills | Courses I could study | Subjects I could choose for Years 11 and 12 |
|--|--|---|--|
| Communications and Media Studies | | | |
| <p><i>I'm interested in ...</i> current affairs, literature, popular culture, social media, world events, politics</p> <p><i>I'm ...</i> a good communicator, organised, imaginative, persuasive, creative, resourceful, an independent worker</p> <p><i>... and I'm good at ...</i> writing, public speaking, debating, thinking creatively, motivating people, analytical thinking, using initiative</p> | <p><i>I could be an ...</i> advertising account manager, commentator, editor, filmmaker, journalist, marketing manager, media officer, multimedia designer, presenter, producer, public relations manager</p> | <p><i>I could study ...</i> advertising, film, information management, journalism, production, multimedia, television, radio, video, writing</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> English, History, Society and Culture, Visual Arts, Entertainment Industry (B)</p> |
| Where can I study? ACU, ANU, CQU, CSU, GU, ICMS, LTU, MC, MQ, SAE, SCU, SIBT, TUA, UC, UNE, UNSW, UON, UOW, USYD, UTS, WS | | | |
| Creative and Performing Arts | | | |
| <p><i>I'm interested in ...</i> theatre, fashion, popular culture, music, photography, drawing, painting, graphic design, creating things, research</p> <p><i>I'm ...</i> creative, good with detail, imaginative, organised, a good communicator, an independent worker, outgoing</p> <p><i>... and I'm good at ...</i> dancing, acting, performing, making things, playing an instrument, writing, photography, working things (technical skills), solving problems, using initiative, writing</p> | <p><i>I could be an ...</i> animator, artist, cartoonist, composer, fashion designer, film director, illustrator, journalist, multimedia designer, graphic designer, musician, photographer, producer, songwriter, teacher, writer</p> | <p><i>I could study ...</i> animation, creative writing, fashion, fine arts, graphic design, illustration, music, photography, theatre studies, visual arts, journalism</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> English, Dance, Design and Technology, Drama, Music, Software Design and Development, Textiles and Design, Visual Arts, Entertainment Industry (B)</p> |
| Where can I study? ACU, ANU, CSU, GU, LTU, MC, MQ, NAS, SAE, SCU, UC, UNE, UNSW, UON, UOW, USYD, UTS, WS | | | |
| Earth and Environmental Sciences | | | |
| <p><i>I'm interested in ...</i> being outdoors, the environment, nature, oceans, marine life, volcanoes, weather, waterways, diving, animals, bushwalking, science</p> <p><i>I'm ...</i> good with detail, organised, observant, resourceful</p> <p><i>... and I'm good at ...</i> mathematics, design, science, working alone, working outdoors, critical thinking, solving problems</p> | <p><i>I could be an ...</i> environmental scientist, conservationist, forestry worker, fisheries manager, marine conservation officer, environmental officer, food and drug safety officer, resource manager, environmental planner, urban planner</p> | <p><i>I could study ...</i> climate change, conservation studies, environmental rehabilitation studies, food sustainability, forestry, geography (human and physical), geology, geophysics, marine resource and environmental management, spatial science, sustainability</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, Design and Technology, Earth and Environmental Science, Mathematics, Physics, Senior Science, Society and Culture</p> |
| Where can I study? ACU, AMC, ANU, CQU, CSU, GU, LTU, MQ, SCU, UC, UNE, UNSW, UON, UOW, USYD, UTS, WS | | | |
| Education and Teaching | | | |
| <p><i>I'm interested in ...</i> helping others, being outdoors, social equality, teaching and learning, school, children</p> <p><i>I'm ...</i> active, a good communicator, patient, creative, organised, outgoing</p> <p><i>... and I'm good at ...</i> time management, leadership, English, maths, planning, presentation, thinking critically</p> | <p><i>I could be a ...</i> primary teacher, secondary teacher, early childhood teacher, corporate trainer, community educator</p> | <p><i>I could study ...</i> adult education, community education, early childhood teaching, human resource development, organisational learning, primary teaching, secondary teaching curriculum areas</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, English, Geography, History, languages, Mathematics, Personal Development, Health and Physical Education (PDHPE), Physics, Society and Culture</p> |
| Where can I study? ACU, CSU, GU, LTU, MQ, SCU, TUA, UC, UNE, UNSW, UON, UOW, USYD, UTS, WS | | | |



EXPLORE

| My interests, qualities and skills | Careers that use my interests, qualities and skills | Courses I could study | Subjects I could choose for Years 11 and 12 |
|---|---|--|--|
| Engineering | | | |
| <p><i>I'm interested in ...</i> maths, science, construction, electronics, computers, programming, mechanics, how things work, robotics</p> <p><i>I'm ...</i> organised, creative, good with detail, technically minded, patient, persistent, resourceful, analytical</p> <p><i>... and I'm good at ...</i> drawing, planning, computing, leadership, designing, solving problems</p> | <p><i>I could be a ...</i> civil engineer, electrical engineer, chemical or materials engineer, industrial engineer, manufacturer, mechanical engineer, production engineer, construction manager</p> | <p><i>I could study ...</i> civil, computer, construction, electrical, environmental or mechanical engineering, engineering mechatronics, robotics, science, surveying, telecommunications</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Chemistry, Engineering Studies, Mathematics, Physics, Automotive (B), Construction (B), Electrotechnology (B), Information and Digital Technology (B), Metal and Engineering (B)</p> |
| <p>Where can I study? AMC, ANU, CQU, CSU, GU, LTU, MQ, SCU, SIBT, UC, UNSW, UNSW-ADFA, UON, UOW, USYD, UTS, WS</p> | | | |
| Health Sciences | | | |
| <p><i>I'm interested in ...</i> health, nutrition, food, how the body works, people, science, alternative medicines, helping others</p> <p><i>I'm ...</i> caring, curious, dependable, patient, a good communicator, critical thinker, organised, observant, open minded, good with people</p> <p><i>... and I'm good at ...</i> leadership, fine motor skills, solving problems, working with others, time management, listening, thinking critically, motivating people</p> | <p><i>I could be an ...</i> ambulance officer, a paramedic, podiatrist, radiographer, occupational therapist, chiropractor, dentist, doctor, physiotherapist, speech therapist, audiologist, sonographer, community health worker, nurse, medical researcher, medical scientist, health researcher, nutritionist, dietitian, food researcher, oral health therapist, beauty therapist, pharmacist, data scientist</p> | <p><i>I could study ...</i> biomedical sciences, chiropractic science, Chinese medicine, clinical science, dental science, medical imaging, medical laboratory science, naturopathy, nuclear medicine, nutrition and dietetics, occupational therapy, osteopathy, physiotherapy, podiatry, radiography, speech therapy, beauty therapy, oral health, pharmacology, digital health and analytics, global health</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, Community and Family Studies, Food Technology, Personal Development, Health and Physical Education (PDHPE), Mathematics, Physics</p> |
| <p>Where can I study? ACAP, ACU, ANU, CQU, CSU, GU, LTU, MQ, SCU, TUA, UC, UNE, UNSW, UON, UOW, USYD, UTS, WS</p> | | | |
| Human Movement and Sport Sciences | | | |
| <p><i>I'm interested in ...</i> sport, coaching, fitness and exercise, how the body works, nutrition, biology, health, helping others, being outdoors</p> <p><i>I'm ...</i> a good communicator, patient, observant, organised, enthusiastic, supportive, persuasive, fit and healthy, confident, outgoing</p> <p><i>... and I'm good at ...</i> sports, public speaking, leadership, motivating others, fine motor skills, solving problems, teaching others, science</p> | <p><i>I could be a ...</i> disease prevention educator, exercise scientist, fitness counsellor, fitness trainer, exercise rehabilitation worker, exercise physiologist, medical scientist, medical researcher, occupational therapist, sport scientist, sports coach, personal trainer, teacher</p> | <p><i>I could study ...</i> exercise physiology, exercise science, sports coaching, sports journalism, sports management, sports psychology, anatomy and physiology, psychology</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, Mathematics, Personal Development, Health and Physical Education (PDHPE), Physics</p> |
| <p>Where can I study? ACU, CQU, CSU, GU, ICMS, SCU, TUA, UC, UNE, UNSW, UON, UOW, USYD, UTS, WS</p> | | | |
| Information Technology and Information Systems | | | |
| <p><i>I'm interested in ...</i> computers, internet, web technologies, social media, electronics, programming, designing</p> <p><i>I'm ...</i> organised, orderly, good with detail, persistent, level headed, happy to work alone</p> <p><i>... and I'm good at ...</i> computing, using technology, maths, solving problems, thinking logically, thinking creatively, making decisions</p> | <p><i>I could be a ...</i> systems analyst, software developer, computer programmer, IT consultant, graphic designer, game designer, web designer, digital media producer, filmmaker, illustrator, photographer, visual effects artist</p> | <p><i>I could study ...</i> computing, computer science, electronics, information systems, information technology, programming, software engineering</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Business Studies, Design and Technology, Mathematics, Information Processes and Technology, Information and Digital Technology (B), Software Design and Development</p> |
| <p>Where can I study? ACU, ANU, CQU, CSU, GU, LTU, MIT, MQ, SAE, SCU, SIBT, UC, UNE, UNSW, UNSW-ADFA, UON, UOW, USYD, UTS, WS</p> | | | |



EXPLORE

| My interests, qualities and skills | Careers that use my interests, qualities and skills | Courses I could study | Subjects I could choose for Years 11 and 12 |
|--|---|--|---|
| Law | | | |
| <p><i>I'm interested in ...</i> research, justice, fairness, equality, current affairs, politics, helping others</p> <p><i>I'm ...</i> outgoing, organised, observant, open minded, persistent, persuasive</p> <p><i>... and I'm good at ...</i> debating, public speaking, writing, researching, evaluating information, negotiating, logical thinking</p> | <p><i>I could be a ...</i> legal adviser, legal officer, legal researcher, politician, police officer, barrister, solicitor, judge, magistrate</p> | <p><i>I could study ...</i> law, conveyancing, justice studies, legal studies, paralegal studies, political studies</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Business Studies, Economics, English, Legal Studies, Society and Culture</p> |
| Where can I study? ACU, ANU, CQU, CSU, GU, LTU, MQ, SCU, TOP, UC, UNE, UNSW, UON, UOW, USYD, UTS, WS | | | |
| Medical Sciences and Medicine | | | |
| <p><i>I'm interested in ...</i> the environment, health, nutrition, how the body works, people, science, alternative medicines, helping others, research, experimenting</p> <p><i>I'm ...</i> caring, patient, a good communicator, inventive, curious, organised, good with detail, observant</p> <p><i>... and I'm good at ...</i> leadership, fine motor skills, time management, making decisions, problem solving, working with others, listening</p> | <p><i>I could be a ...</i> doctor, biomedical engineer, chiropractor, forensic officer, genetic counsellor, medical researcher, pathologist, pharmacist, biochemist, laboratory technician, radiologist, sonographer</p> | <p><i>I could study ...</i> health sciences, biomedical sciences, medicine, nanotechnology, optometry, pharmacy</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, Mathematics, Physics, Community and Family Services, Senior Science</p> |
| Where can I study? ACU, ANU, CQU, CSU, GU, MQ, SCU, UC, UNE, UNSW, UON, UOW, USYD, UTS, WS | | | |
| Nursing and Midwifery | | | |
| <p><i>I'm interested in ...</i> healthcare, helping others, how the body works, people, science, mothers and babies, childbirth</p> <p><i>I'm ...</i> caring, kind, a good communicator, dependable, supportive, responsible, tolerant, patient, organised</p> <p><i>... and I'm good at ...</i> using initiative, teamwork, working with others, listening</p> | <p><i>I could be a ...</i> nurse, midwife, surgical nurse, paediatric nurse, aged care nurse, community health nurse, disability care nurse, critical care nurse, nurse educator, health administrator, occupational health nurse, Indigenous health nurse, mental health nurse, pharmaceutical sales rep, social and health policy officer</p> | <p><i>I could study ...</i> nursing, health sciences, midwifery, behavioural and social sciences, Indigenous culture, primary healthcare medical/surgical nursing, perioperative nursing, high-dependency nursing, oncology, palliative care, aged care, paediatrics, maternal and child care, mental health, rehabilitation, community nursing</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, Mathematics, Community and Family Services</p> |
| Where can I study? ACU, CQU, CSU, GU, LTU, SCU*, UC*, UNE, UON*, UOW, USYD, UTS*, WS* *Includes midwifery | | | |
| Science, Applied Science and Technology | | | |
| <p><i>I'm interested in ...</i> chemistry, science, the environment, weather patterns, people and communities, marine life, space, astronomy, planes, research, computers, experimenting, animals, nature, psychology, farming</p> <p><i>I'm ...</i> curious, organised, creative, good with detail, observant, resourceful</p> <p><i>... and I'm good at ...</i> solving problems, critical thinking, leadership, mathematics, logical thinking, chemistry, biology</p> | <p><i>I could be a ...</i> researcher, medical marketer, medical advocate, laboratory technician, counsellor, community worker, sports psychologist, field researcher, urban planner, data analyst, geologist, aviation engineer, vet, zookeeper</p> | <p><i>I could study ...</i> agricultural science, applied studies, aviation science, biological science, chemistry, environmental science, equine science, food science or technology, forensics, horticulture, marine science, mathematics, medical science, nanotechnology, physics, psychology, statistics, technology, veterinary science, zoology</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, Mathematics, Physics, Community and Family Services, Senior Science</p> |
| Where can I study? ACAP, ACU, AMC, ANU, CQU, CSU, GU, LTU, MQ, SCU, TUA, UC, UNE, UNSW, UNSW-ADFA, UON, UOW, USYD, UTS, WS | | | |



EXPLORE

| My interests, qualities and skills | Careers that use my interests, qualities and skills | Courses I could study | Subjects I could choose for Years 11 and 12 |
|---|--|---|--|
| Social Sciences | | | |
| <p><i>I'm interested in ...</i> people and communities, world events, current affairs, politics, health, social responsibility, immigration, policing, justice, fairness, working with people, helping others</p> <p><i>I'm ...</i> organised, a good communicator, curious, resourceful, fair, helpful</p> <p><i>... and I'm good at ...</i> critical thinking, making decisions, solving problems</p> | <p><i>I could be an ...</i> occupational therapist, community care officer, social worker, vocational guidance counsellor, welfare support officer, welfare worker, legal practitioner</p> | <p><i>I could study ...</i> behavioural science, commerce, criminology, geography, policing, policy studies, social ecology, sociology</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Community and Family Studies, English, Legal Studies, Modern History, Economics, Geography, Mathematics, Society and Culture</p> |
| Where can I study? ACAP, ACU, ANU, CQU, CSU, GU, LTU, MQ, SCU, UC, UNE, UNSW, UON, UOW, USYD, UTS, WS | | | |
| Social Work and Welfare | | | |
| <p><i>I'm interested in ...</i> people and cultures, health, social responsibility, fairness, helping others</p> <p><i>I'm ...</i> organised, caring, a good communicator, curious, resourceful, fair, helpful</p> <p><i>... and I'm good at ...</i> critical thinking, making decisions, solving problems</p> | <p><i>I could be a ...</i> community care officer, social worker, welfare support officer, welfare worker, aged care worker, disability officer, migrant welfare officer, child protection officer, youth worker</p> | <p><i>I could study ...</i> social work, children and young people, ageing, health and disability, Indigenous studies, social policy, sociology, psychology, social research, research skills, youth work</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Economics, English, Modern History, Society and Culture, Mathematics</p> |
| Where can I study? ACAP, ACU, CQU, CSU, GU, LTU, SCU, UNE, UNSW, UON, UOW, USYD, WS | | | |
| Tourism, Hospitality and Event Management | | | |
| <p><i>I'm interested in ...</i> travel, people and cultures, world events, languages, helping others, being outdoors, being active</p> <p><i>I'm ...</i> organised, good with detail, a good communicator, confident, patient, persistent, sincere, friendly, flexible, punctual</p> <p><i>... and I'm good at ...</i> languages, leadership, planning, serving customers, solving problems, working with people from diverse backgrounds</p> | <p><i>I could be a ...</i> tour operator, event manager, hotel manager, travel consultant, resort manager, environmental planner, restaurateur</p> | <p><i>I could study ...</i> event management, hotel management, leisure studies, recreational management and planning, tourism management, sport management</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Economics, English, languages, Mathematics, Society and Culture, Hospitality (B), Tourism, Travel and Events (B)</p> |
| Where can I study? ACU, CQU, CSU, GU, ICMS, MC, SCU, SIBT, TUA, UC, UON, UOW, UTS, WS | | | |

| KEY TO ABBREVIATED INSTITUTION NAMES | | | |
|--------------------------------------|---|-----------|---|
| ACAP | Australian College of Applied Psychology | SCU | Southern Cross University |
| ACU | Australian Catholic University | SIBT | Sydney Institute of Business and Technology |
| AMC | Australian Maritime College | TOP | Top Education Institute |
| ANU | Australian National University | TUA | Torrens University Australia |
| CQU | CQUniversity | UC | University of Canberra |
| CSU | Charles Sturt University | UNE | University of New England |
| GU | Griffith University | UNSW | UNSW Sydney |
| ICMS | International College of Management, Sydney | UNSW-ADFA | UNSW Canberra at the Australian Defence Force Academy |
| LTU | La Trobe University | UON | University of Newcastle |
| MC | Macleay College | UOW | University of Wollongong |
| MIT | MIT Sydney | USYD | University of Sydney |
| MQ | Macquarie University | UTS | University of Technology Sydney |
| NAS | National Art School | WS | Western Sydney University |
| SAE | SAE Creative Media Institute | | |

TOP 10 TIPS FOR YEAR 10

STUDENTS CHOOSING

THEIR HSC COURSES

- 01** Choose HSC courses you're good at and interested in, and will lay a foundation for your future plans.
- 02** Choose courses best suited to your ability. Don't choose courses just because of scaling or because you think they will give you a better ATAR.
- 03** Make the link between your choice now and where you want to go after Year 12.
- 04** Check if the uni you want to go to (and/or the course you want to do) has prerequisites and assumed knowledge – this booklet has all this info.
- 05** If you want to get an ATAR, make sure you will be eligible.
- 06** Depending on what you study, marks around 70 in the HSC could lead to an ATAR in the 50s, while marks closer to 80 could lead to an ATAR of 80.00. This is because most students have marks between 70 and 80 so when you are ranked that group really spreads out.
- 07** If you are getting marks in the 70s do your best to get closer to 80 – it will make a big difference to your ATAR.
- 08** Remember that unis often increase your selection rank in recognition of your performance in particular HSC courses (usually for Bands 4 and above).
- 09** If you're not sure what level maths and English to take, choose the level that suits your ability and future plans. You will not necessarily get a higher ATAR just by studying a lower level course, and unis don't always increase your selection rank to reward your performance in the lower level courses, no matter how well you do. Also check prerequisites in case you need to get a certain performance band.
- 10** To maximise your ATAR you have to make good choices about what to study, work to the best of your ability and work towards your goals for life after school.



Section 2 – Important Information

The Higher School Certificate

- ▶ The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is internationally recognised.
- ▶ A wide range of courses are available to study which enable students to match individual abilities, interests and goals. The HSC also includes Life Skills courses for students with special education needs.
- ▶ The standards based Higher School Certificate sets out clear expectations of what students must learn and measures performance against these set standards. Each student will receive a mark based on what they know, understand and can do.
- ▶ Students meeting the minimum standard expected in a course receive a mark of 50. Students reaching a higher standard of performance will receive a higher mark.
- ▶ For each course students receive easy-to-understand reports that provide clear indications of knowledge and skills in each course.
- ▶ We are a progressive school offering over 30 senior subjects. These will cater for specific career needs and interests within a broad educational framework. We have supportive, caring and flexible staff willing to assist students and parents with subject selections and studies.

What Types Of Courses Can I Select?

A subject is a general name given to an area of study, and a subject may offer more than one course. The NSW Education Standards Authority (NESA) has developed or endorsed all courses available for study at school in both the Preliminary Certificate (Year 11) and the Higher School Certificate (Year 12).

There are different types of courses offered in senior school.

- * Board Developed Courses
- * Board Endorsed Courses
- * Like Skills Courses
- * Vocational Education and Training Framework Courses
- * EVET Courses
- * School Based Traineeships



Board Developed Courses (BDC)

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR). Students studying these courses must sit the HSC examination.

There is a syllabus for each course that contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students studying these courses follow the syllabus. These can be found on the NESA website:

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



Board Endorsed Courses (BEC)

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

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.
- Schools may also design courses to meet student needs. These courses must be approved by the NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

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



Life Skills Courses as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses are available for students following a Special Program of Study.

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

Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course. **Life Skills courses do not contribute to an ATAR.**

Education
Public Schools

VOCATIONAL EDUCATION AND TRAINING PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

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

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

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

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific **mandatory work placement** or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations and therefore do not count in the calculations of the ATAR. Some Board Endorsed VET Courses have mandatory industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

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

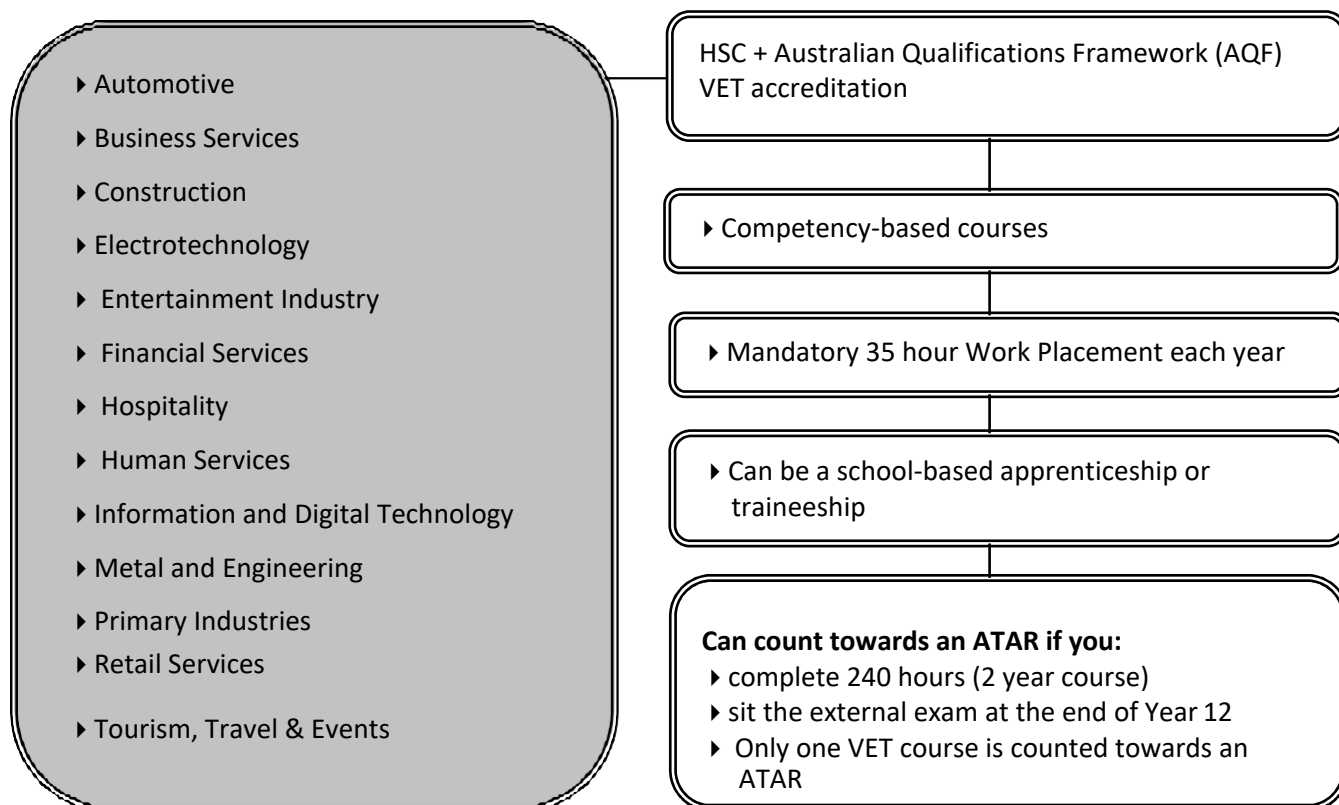


Vocational Education and Training (VET) Framework Courses

Vocational Education and Training (VET) Framework courses are Board Developed courses that allow students to gain both Higher School Certificate qualifications and Australian Qualifications Framework (AQF) VET accreditation. They enable students to study courses which:

- Students receive special documentation showing the competencies gained.
- Are relevant to industry needs and have clear links to post-school destinations.
- The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.
- These courses each have a mandatory workplace component with a minimum number of hours that students are required to spend in the workplace.
- These courses can be studied as a 120 hour course (one year) or as a 240 hour course (2 years). The 240 hour VET courses have an optional written HSC examination. Students who choose to sit the examination may have the result for that course included in the calculation of their ATAR.

Board Developed VET courses are available in thirteen industry frameworks



- All these courses are delivered by External Providers e.g. TAFE. Richmond High School offers Business Services; Construction; Hospitality – Food and Beverage Stream; and, Hospitality – Kitchen Operations. In the Hawkesbury Cluster, Windsor High offers Entertainment, and Primary Industries – Agriculture.

See Ms Hyde for an Application Form if you want to do a VET course at Windsor High School.

Students must still choose 12 units of courses to be studied at Richmond High School just in case the VET course at Windsor High School does not run due to insufficient numbers.



Externally Delivered Vocational Education and Training Courses (EVET)

There are large range of VET course that count towards your HSC but many of these do not count towards your ATAR. These courses can still give you an industry qualification when you complete them. These were normally delivered by TAFE but in 2020 Private Providers will also be able to deliver them to schools as well.

2020 EVET courses have yet to be finalised and more information will be available to students early next term.

What are EVET Courses?

EVET courses

- ▶ are vocational courses studied at a RTO e.g. TAFE or Private Provider in Years 11 and 12 as part of your HSC
- ▶ count towards both your HSC and a VET qualification
- ▶ may contribute to your ATAR
- ▶ can give you a nationally recognised qualification
- ▶ allow you to gain work related skills
- ▶ may provide advanced standing for TAFE, Private Provider or further education
- ▶ are designed for all students
- ▶ are available in a variety of industry areas

Do EVET courses count towards my ATAR?

Industry Curriculum Framework courses (listed on previous page) can contribute to your ATAR. You choose whether or not you want an ATAR. These courses studied at TAFE or with a Private Provider are exactly the same as the Framework courses you can choose to take at school. You cannot, however, study the same course at school and at TAFE.

Non-Framework Courses

Non-Framework Courses contribute to your HSC but do not count towards an ATAR.

Students must still choose 12 units of courses to be studied at Richmond High School just in case the EVET course they applied for does not run due to not being funded or insufficient numbers.

EVET courses delivered by TAFE for 2020

A **proposed** list of EVET courses to be delivered by TAFE is found at the back of this book. These courses are only a guide and are subject to change up to the enrolment date in February 2020 due to DET funding or insufficient student numbers.

Some EVET courses delivered by TAFE have **Compulsory Information and Testing sessions**. More information about testing sessions will be available from Ms Hyde in Term 3.

EVET TAFE Course descriptions are available from Ms Hyde.

To apply you must obtain an application form from Ms Hyde. Application forms will be available early next term. The closing date for applications is yet to be determined. Late applications will not be accepted.

Students must still choose 12 units of courses to be studied at Richmond High School just in case the EVET course they applied for does not run due not being funded or insufficient numbers.



SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

What are school-based apprenticeships and traineeships?

School-based apprenticeships and traineeships allow high school students to commence an apprenticeship or complete a traineeship while still at school. On average, a minimum of one day a week is spent on the job with an employer, plus a portion of the school holidays. For the rest of the school week, students complete the TAFE / other RTO-delivered component of their training as well as their other HSC subjects.

School-based apprentices undertake the first stage of their formal or off-the-job apprenticeship training. After completing Year 12, school-based apprentices can commence full-time employment as a second-year apprentice providing that they have successfully completed the training program while at school. School-based apprenticeships are offered in a range of areas including automotive, beauty therapy, construction, electro-technology, hairdressing and hospitality.

School-based trainees complete their formal or off-the job traineeship training by the end of Year 12. School-based traineeships are offered in a range of areas including animal studies, automotive, business services, fashion design and technology, health care, multimedia and property services.

What are the benefits?

An SBAT provides you with an opportunity to:

1. combine HSC with vocational training within a supportive school environment
2. gain valuable work skills and experience > earn while you learn
3. obtain nationally-recognised skills to work in industry areas with strong career prospects
4. get a head start in your career > potentially earn high wages
5. use your studies as a pathway to further studies or gain credit towards further study.

Further information about School Based Apprenticeships and Traineeships in NSW can be found at <http://www.sbatinnsw.info/index.php>

See Ms Hyde for details on School Based Traineeships and Apprenticeships and the application process.

***It is the student's responsibility to find the employer for their SBAT
and
complete any work missed in their classes while participating in 'on-the-job' training and attending TAFE***



What are units of study?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit courses.

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

2 unit courses This is the basic structure for most courses. Board Developed courses have a 2 unit Preliminary and a 2 unit HSC component. VET Framework courses are divided into 120 hours and 240 hours, not units.

Preliminary component This is studied in Term 1, 2 and 3 of Year 11.

HSC component This is studied in Term 4, Year 11, and Term 1, 2 and 3 of Year 12.

1 unit courses 1 unit equals approximately 2 hours of class time each week or 60 hours per year. At RHS the only 1 unit courses offered are Extension Courses.

Extension courses Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course.

Extension study at RHS is available in English & Mathematics. Students must study Advanced English and 2 Unit Mathematics.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.





Requirements for the Award of the Higher School Certificate

If you wish to be awarded the HSC at Richmond High School:

- ▶ You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. This means that a student may drop a subject in Term 4 of Year 11; although, students are often strongly advised against doing so. Both the Preliminary course and the HSC course must include the following:
 - ▶ English
 - ▶ At least 6 units of Board Developed Courses, including English, which can include VET Curriculum Framework Courses.
 - ▶ At least three courses of 2 units value or greater.
 - ▶ At least four subjects.
 - ▶ Other units can be made up from Board Developed Courses, VET Curriculum Framework Courses, Content Endorsed Courses or TAFE delivered (TVET) Courses.

Please Note: Students cannot study more than 6 units of Science courses.

- ▶ You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- ▶ You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Additional Information

- ▶ Students wishing to attend university when they finish Year 12 should have an Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview, portfolio of work, or performance audition.

The Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (**ATAR**) is a **rank, not a mark**. The ATAR is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group.

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- 8 units from Category A courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses. Most universities also use other criteria when selecting students (eg a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).



HSC Pathways

Most students study a two-year HSC program in Years 11 and 12. The Pathways provisions allow flexibility in obtaining the HSC and enable equitable access to the HSC for all.

Accumulation ~ students may accumulate the HSC over a period of time, up to five years.

Repeating courses ~ students may repeat one or more HSC courses within a five year period.

Recognition for Prior Learning ~ students may be granted credit transfer from courses studied at other educational institutions.

Acceleration ~ acceleration gives more able students the opportunity to progress through study requirements at a faster rate by successfully completing the course content in a shorter time and accumulating results.

Part time Traineeships and Apprenticeships ~ a School-based Part-time Traineeship or Apprenticeship can be undertaken at the same time as HSC studies. A Traineeship or Apprenticeship is a paid job that combines work and training that leads to an AQF VET qualification.

Open High School and OTEN ~ students who have a particular need or wish to study a course not offered at school may apply to study the course by correspondence. The Open High School and OTEN will send students written or taped lessons that they must complete independently and on time.

Saturday School of Community Languages ~ classes are held on Saturday morning at local high schools. These courses are in addition to those studied at school and they do count in your pattern of study.

Students wishing to undertake a Pathways program must discuss this with the Careers Advisor and their Deputy Principal.

Assessment and Reporting

For the award of the Higher School Certificate students must have satisfactorily completed all courses studied. This includes the completion of practical, oral and project works required for specific courses and the assessment requirements for each course. Students will receive a separate Assessment Booklet for the Preliminary and HSC years. Students must also sit for, and make a serious attempt at the Higher School Certificate examinations. Students studying a VET Curriculum Framework Course must also complete a mandatory 35 hour Work Placement each year.

On satisfactory completion of your HSC you will receive a portfolio containing:

- ▶ The Record of Achievement - This document lists the courses you have studied and reports the marks and bands you have achieved.
- ▶ Course Reports - For every HSC Board Developed Course (except for VET Curriculum Framework Courses) that you sit in the external HSC Exam you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course indicating the knowledge, skills and understanding attained in that subject. A graph showing the state-wide distribution of marks in the course is also shown.
- ▶ The HSC Testamur - This is the official certificate confirming achievement of all requirements for the award.



Board Developed Courses

- ▶ School-based assessment tasks contribute to 50% of your HSC mark. Your school assessment mark is 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.

Vocational Education and Training Curriculum Frameworks (240 hours)

- ▶ The total 100% of marks will come from the HSC external examination.
- ▶ The HSC mark 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. For example, band 6 (from 90 – 100) will correspond to the highest level of achievement.
- ▶ Throughout the course you are deemed to have achieved competencies or not yet achieved competencies.
- ▶ Achievement of competencies can lead to a nationally recognised AQF Certificate I, Certificate II, or a Statement of Attainment; depending on the course studied and competencies achieved.
- ▶ Students will also receive an AQF Record of Achievement that lists competencies that have been achieved.

Content Endorsed Courses

- ▶ School-based assessment tasks contribute to 100% of the HSC mark. The school assessment mark will be based on the student's performance in assessment tasks undertaken during the course.



Section 3 – Courses

Board Developed courses, VET Framework courses and Board Endorsed courses offered at RHS, local Hawkesbury Schools and TAFE

| SUMMARY SHEET FOR SUBJECTS OFFERED TO RICHMOND HIGH STUDENTS | | | | | |
|--|---|---|--|--------------------------------|-------------|
| SUBJECT | NESA STATUS | MAJOR WORK/ PORTFOLIO/RESEARCH PERFORMANCE/WORK PLACEMENT | VENUE WHERE COURSE IS OFFERED | ATAR CATE- GORY | ATAR |
| Agriculture | Board Developed | Compulsory Excursion | Richmond High School | A | Yes |
| Ancient History | Board Developed | | Richmond High School | A | Yes |
| Biology ## | Board Developed | Compulsory Excursion | Richmond High School | A | Yes |
| Business Services | Board Developed / Curriculum VET / Framework | Work Placement | Richmond High School | B | Yes/No* |
| Business Studies | Board Developed | | Richmond High School | A | Yes |
| Ceramics | Board Endorsed | | Richmond High School | # | No |
| Chemistry ## | Board Developed | | Richmond High School | A | Yes |
| Community and Family Studies (CAFS) | Board Developed | Independent Research Project | Richmond High School | A | Yes |
| Computer Applications | Board Endorsed | | Richmond High School | # | No |
| Construction | Board Developed / Curriculum VET / Framework | Work Placement | Richmond High School | B | Yes/No* |
| Dance | Board Developed | Performance | Richmond High School | A | Yes |
| Drama | Board Developed | Performance | Richmond High School | A | Yes |
| Earth and Environmental Science ## | Board Developed | Compulsory Excursion | Richmond High School | A | Yes |
| Engineering Studies | Board Developed | | Richmond High School | A | Yes |
| English - Advanced | Board Developed | | Richmond High School | A | Yes |
| English Extension 1 | Yr 11 (1 unit), Yr 12 (1 unit) | | Richmond High School | A | Yes |
| English - Standard | Board Developed | | Richmond High School | A | Yes |
| English - Studies | Board Developed/ Content Endorsed | | Richmond High School | # | Yes/No* |
| Entertainment | Board Developed / Curriculum VET / Framework | Work Placement | Windsor High School | B | Yes/No* |
| Exploring Early Childhood (EEC) | Board Endorsed | | Richmond High School | # | No |
| Food Technology | Board Developed | | Richmond High School | A | Yes |
| Hospitality - Food & Beverage Stream - Kitchen Operations Stream | Board Developed / Curriculum VET / Framework | Work Placement | Richmond High School | B | Yes/No* |
| Industrial Technology | Board Developed | Major Work | Richmond High School | A | Yes |
| Information Processes and Technology | Board Developed | | Richmond High School | A | Yes |
| Investigating Science ## | Board Developed | 35 hours of practical investigations including a depth study | Richmond High School | A | Yes |
| Legal Studies | Board Developed | | Richmond High School | A | Yes |
| Mathematics Advanced | Board Developed | | Richmond High School | A | Yes |
| Mathematics Extension 1 | Yr 11 (1 unit), Yr 12 (1 unit) | | Richmond High School | A | Yes |
| Mathematics Extension 2 | Yr 12 (1 unit) | | Richmond High School | A | Yes |
| Mathematics Standard | Preliminary Board Developed | | Richmond High School | A | Yes |
| Mathematics Standard HSC1 | Board Developed (Year 12) | | Richmond High School | B | Yes** |

RICHMOND HIGH SCHOOL – Senior Subject Selection Booklet 2019-20

| | | | | | |
|---------------------------------------|--|--|-----------------------|---|---------|
| Mathematics Standard HSC2 | Board Developed (Year 12) | | Richmond High School | A | Yes |
| Modern History | Board Developed | | Richmond High School | A | Yes |
| Music 1 | Board Developed | Performance | Richmond High School | A | Yes |
| PD/Health/PE | Board Developed | | Richmond High School | A | Yes |
| Photography, Video, & Digital Imaging | Board Endorsed | | Richmond High School | # | No |
| Physics ## | Board Developed | | Richmond High School | A | Yes |
| Primary Industries - Agriculture | Board Developed / Curriculum VET / Framework | Work Placement | Windsor High School | B | Yes/No* |
| Society and Culture | Board Developed | Major Research Project | Richmond High School | A | Yes |
| Sport Lifestyle & Recreation (SLR) | Board Endorsed | | Richmond High School | # | No |
| Textiles and Design | Board Developed | Major Work | Richmond High School | A | Yes |
| Visual Arts | Board Developed | Portfolio/Major Work | Richmond High School | A | Yes |
| Visual Design | Board Endorsed | | Richmond High School | # | No |
| EVET courses (See back of book) | Board Developed | Courses run for 2 years. Work Placement | Various TAFE Colleges | B | Yes/No* |
| EVET courses (See back of book) | Board Endorsed | Some courses have Work Placement. | Various TAFE Colleges | # | No |

Note: All subjects listed above with the exception of EVET Board Endorsed courses run for 2 years. Most EVET courses are for one year only - some may continue for 2 years. Check EVET/TAFE pages.

* For inclusion of VET Framework courses in the calculation of the ATAR you must study the course for 2 years and sit the HSC examination. Only one VET Framework course will be used in the calculation of the ATAR.

** For inclusion of Mathematics Standard 1 & English Studies in the calculation of the ATAR you must sit the HSC examination, which is a Category B course. Only ONE Category B course may be used in the ATAR calculation.

Board Endorsed Courses do not contribute to an ATAR.

Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary Units and 6 HSC units of Science can be included.





| AGRICULTURE | | SCIENCE | |
|---|--|---|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic environmental and social environment.</p> <p>The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p> | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Overview of Australian Agriculture • The Farm Case Study • Plant Production • Animal Production | | <ul style="list-style-type: none"> • Plant/Animal Production • Farm/Product Study | |
| <p>Specific Course Requirements: Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process journal must be submitted to the Board.</p> | | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Independent worker • Self-motivated • Organised <p>Desirable Knowledge</p> <ul style="list-style-type: none"> • Junior Agriculture | |
| <p>Careers Opportunities Farm manager, Farm hand, Nursery assistant, Greenkeeper, Gardener, Horse trainer, Landscaper, Pest and weed controller, Animal attendant, Horticulturalist, Viticulturist, Agronomist, Park Ranger, Plant and soil scientist, Arborist, Animal welfare inspector, Agricultural scientist.</p> | | | |
| | | Fee | \$40 |



| ANCIENT HISTORY | HSIE | | | |
|---|---|---|-----|-------------|
| Course | Faculty | | | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | | |
| <p>Course Description Ancient History engages students in an investigation of life in early societies. Through the study of the possible motivations and actions of individuals and groups, students learn how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world.</p> | | | | |
| Students analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. | | | | |
| Exclusions: Nil | | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | | | |
| The course comprises a study of: <ul style="list-style-type: none"> • Part I <ul style="list-style-type: none"> (a) Investigating Ancient History (b) Two Case Studies – ONE case study from Egypt, Greece, Rome or Celtic Europe. The other case study from the Near East, Asia, the Americas or Australia. <ul style="list-style-type: none"> • Part II Features of Ancient Societies • Part III Historical Investigation | The course comprises a study of: <ul style="list-style-type: none"> • Part I Core Study: Cities of Vesuvius – Pompeii and Herculaneum • Part II ONE 'Ancient Societies' topic • Part III ONE 'Personalities in their Times' topic • Part IV ONE 'Historical Periods' topic. | | | |
| <p>Specific Course Requirements:</p> <p>Nil</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Persistence • Inquisitiveness • Willingness to learn about the past <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Knowledge of Ancient societies • Research skills | | | |
| <p>Careers Opportunities Travel Consultant, Photographer, Court and Hansard Reporter, Defence Force, Teacher, Playwright, Law Clerk, Art Historian, Editor, Film, Stage and Television Director, Museum Technician, Anthropologist, Archivist, Conservator.</p> | | | | |
| | | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Fee</td> <td style="width: 50%; text-align: center;">\$40</td> </tr> </table> | Fee | \$40 |
| Fee | \$40 | | | |



| BIOLOGY | SCIENCE | |
|--|---|-------------|
| Course | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | |
| <p>Course Description Biology explores the diversity of life from a molecular to a biological systems level. This course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>The Preliminary course incorporates the study of;</p> <ul style="list-style-type: none"> • Single cells for the basis of all life, cell ultrastructure and biochemical processes • The structure and function of multicellular organisms and how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms • Biological diversity including specialisation for selected habitats and evolution of species • Ecosystem dynamics and the interrelationships of organisms within the ecosystem. <p>The HSC course incorporates the study of;</p> <ul style="list-style-type: none"> • The structure of DNA and the mechanisms of inheritance • Natural genetic change and the use of genetic technologies to induce genetic change • Infectious diseases and the organisms response, including the human immune system • Non-infectious disease and disorders and a range of technologies and methods to assist, control and prevent and treat non-infectious disease | | |
| Exclusions: Nil | | |
| Modules Studied in Preliminary Course (Year 11) | Modules Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Cells as the Basis for Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics | <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Diseases • Non-Infectious Diseases and Disorders | |
| <p>Specific Course Requirements: A minimum of 35 hours of practical investigations including depth studies and one fieldwork exercise are compulsory in Year 11.</p> <p>A minimum of 35 hours of practical investigations including 15 hours of depth studies is compulsory in Year 11 & 12.</p> | <p>Personal Qualities – the ability to: Enjoy investigating and reporting on biological problems, work safely, persevere to solve complex problems Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>) An interest the human body and how it works.</p> | |
| <p>Careers Opportunities Nursing, Marine Biologist, Medicine, Sports Science, Teacher, Biochemist, Geneticist, Pharmacist, Veterinarian, Veterinarian Nurse, Ambulance Officer, Acupuncturist, Dentist, Physiotherapist, Fitness Instructor, Horticulturalist, Natural Therapist, Optometrist, Journalist, Forensics Investigator, Microbiologist, Radiologist, Pathologist, Psychiatrist, Psychologist, Sports Coach, Medical Imaging Technologist, Zookeeper, Dental Hygienist, Environmental Officer, Natural Therapist, Speech Pathologist, Park Ranger, Wine Maker.</p> | | |
| | Fee | \$30 |

| | | | |
|--|---|--|---|
| Course: Business Services (240 indicative hours) Board Developed Course Number: 26101 | | Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR) | |
| The BSB 20115 Certificate II in Business is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. | | | |
| By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the BSB Business Services Training Package (Release 2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. | | | |
| BSB20115 Certificate II in Business | | Units of Competency | |
| 1 Core BSBWHS201 | Contribute to health and safety of self and others | BSBWOR203 | Work Effectively with others |
| 11 Electives BSBCUS201 | Deliver a service to customers | BSBITU307 | Develop keyboarding speed and accuracy |
| BSBIND201 | Work effectively in a business environment | TLIP2029 | Prepare and process financial documents |
| BSBINM201 | Process and maintain workplace information | BSBCMM201 | Communicate in the workplace |
| BSBINN201 | Contribute to workplace innovation | BSBITU211 | Produce digital text documents |
| BSBSUS201 | Participate in environmentally sustainable work practices | BSBITU212 | Create and use spreadsheets |
| | | Additional units required to attain an HSC credential in this course | |
| | | BSBWOR202 | Organise and complete daily work activities |
| | | BSBWOR204 | Use business technology |
| Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted. | | | |
| Pathways to Industry | | | |
| Skills gained in this course transfer to other occupations. Working in the business services industry involves: | | | |
| <ul style="list-style-type: none"> ▪ customer (client) service ▪ organising information and records in both paper and electronic forms | | <ul style="list-style-type: none"> ▪ teamwork ▪ using technologies ▪ creating documents | |
| Examples of occupations in the Business Services Industry | | | |
| <ul style="list-style-type: none"> ▪ administration assistant ▪ clerical worker | | <ul style="list-style-type: none"> ▪ office junior ▪ receptionist | |
| <ul style="list-style-type: none"> ▪ information desk operator ▪ data entry operator | | | |
| Mandatory course requirements to attain a HSC credential in this course | | | |
| Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. | | | |
| Admission Requirements | | | |
| To enrol in BSB20115 Certificate II in Business , students require the physical ability to touch type with speed and accuracy. This is an inherent skill requirement for the unit of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments. | | | |
| Competency-Based Assessment | | | |
| Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units. | | | |
| Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. | | | |
| Optional HSC examination for ATAR purposes | | | |
| The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification. | | | |
| Course consumables: \$15 (Based on 2019 School Fees). | | | |
| Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> | | | |
| Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i> | | | |
| A school-based traineeship is available in this course. For more information contact the school's Careers Adviser. | | | |
| Exclusions: VET course exclusions can be confirmed with the school. | | | |



| BUSINESS STUDIES | | HSIE | |
|---|--|--|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| Course Description Business Studies investigates the role, processes and management of businesses within our society. Students will learn about the different areas involved in running a business and investigate contemporary businesses to deepen their understanding of the content covered in this course. | | | |
| Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies. They will also be required to present business information using appropriate formats. | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Nature of Business • Business Management • Business Planning | | <ul style="list-style-type: none"> • Finance • Marketing • Human Resources • Operations | |
| <p><u>Specific Course Requirements:</u></p> <p>Nil</p> <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> • Self-motivated • Desire to develop ones’ analytical thinking skills • Curiosity in how businesses try to achieve their goals • General knowledge | | <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement).</i></p> <ul style="list-style-type: none"> • Awareness of businesses making headlines in the media | |
| <p><u>Careers Opportunities</u> Business Manager, Marketing Analyst, Accounting, Employment Relations Officer/Manager, Financial Officer/Analyst, Sales Assistant/Manager/Buyer, Advertising Assistant/Manager, Human Resources Manager/Officer, Industrial Relations Officer, Manager, Banking Officer, Insurance Clerk, Business Owner/Operator.</p> | | | |
| | | Fee | \$30 |



| CERAMICS | CREATIVE & PERFORMING ARTS | |
|--|---|-------------|
| Course | Faculty | |
| <i>A Board Endorsed Course, which does NOT contribute towards the Australian Tertiary Admission Rank.</i> | | |
| <p>Course Description Ceramics Stage 6 Content Endorsed Course provides a context within which to develop the general competencies essential to acquire the effective, higher-order thinking skills necessary for further education, work and everyday life. In <i>collecting, analysing and organising information</i>, students learn to select information to be adapted and shaped in their own investigations of ideas, ceramic practices and works. In <i>communicating ideas and information</i>, Ceramics students develop skills in representing their ideas in practice and explore different ways of communicating these ideas to audiences of ceramics.</p> <p>This course will allow students to:</p> <ul style="list-style-type: none"> • increase visual awareness of their environment and the way visual representations can be created from this to communicate ideas and feelings • develop an understanding of the methods ceramists, sculptors and designers use to build meanings • develop skills through the acquisition of the techniques used in ceramics • use ceramics as a means of visual communications and a process to aid observation and analysis gain an understanding of careers involving ceramics | | |
| No prerequisite to study this course | | |
| Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. | | |
| Proposed Topics Studied in Preliminary Course (Year 11) & 12 | | |
| <p>Main Topics Covered: Practical 70%: This course will allow students to work in one or more of the following modules:</p> <ul style="list-style-type: none"> • Handbuilding • Sculptural Forms • Casting • Surface Treatment • Mixed Media | <p>Critical / Historical Study 30% Students will:</p> <ul style="list-style-type: none"> • Interpret and explain ceramic practices • Investigate the roles and relationships among concepts of artist/ceramist, artwork, world, audience and consumer/audience • Investigate works through different points of view • Explore ways in which histories and narratives can be built on to explain practices and interests in ceramics. | |
| <p>Specific Course Requirements:</p> <ul style="list-style-type: none"> • Flash drive. • A Subject Materials Contribution of \$70.00 per student. <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement</i>).</p> <p>Studying Visual Arts, Photography and Visual Design in Years 9 and 10 may be an advantage.</p> | <p>Personal Qualities:</p> <ul style="list-style-type: none"> • Prepared to work outside of school hours to complete required work • Use own time to study information given in classtime. • Independent thinking and learning • A desire to create 3 Dimensional forms. | |
| <p>Careers Opportunities Ceramist, Potter, Visual Merchandiser, Interior Decorator, Practicing Artist, Teacher.</p> | | |
| | Fee | \$80 |



| CHEMISTRY | SCIENCE | |
|---|--|-------------|
| Course | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | |
| <p><u>Course Description</u> Chemistry explores the structure, composition, and reactions of and between all elements, compounds and mixtures which exist in the universe.</p> <p>The Preliminary course incorporates the study of;</p> <ul style="list-style-type: none"> • The properties and trends in the physical, structural and chemical aspects of matter • The mole concept and stoichiometric relationships • Types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions • Energy considerations in the driving force for chemical reactions <p>The HSC course incorporates the study of;</p> <ul style="list-style-type: none"> • The characteristics of equilibrium systems, and the factors that affect these systems • Quantitative analysis of acids and bases using contemporary models • The structure of, and reactions involving, carbon compounds • Chemical systems used to design and analyse chemical processes | | |
| Exclusions: Nil | | |
| Modules Studied in Preliminary Course (Year 11) | Modules Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Properties and Structure of Matter • Introduction to Quantitative Chemistry • Reactive Chemistry • Drivers of Reactions | <ul style="list-style-type: none"> • Equilibrium and Acid Reactions • Acid/Base Reactions • Organic Chemistry • Applying Chemical Ideas | |
| <p><u>Specific Course Requirements:</u> A minimum of 35 hours of practical investigations including 15 hours of depth studies is compulsory in Year 11 & 12.</p> | <p><u>Personal Qualities</u> Enjoy investigating and reporting on chemistry problems, Work safely, Persevere to solve complex problems</p> <p><u>Desirable Knowledge</u> <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement)</i> An interest in understanding the chemical nature of matter and carrying out chemical reactions.</p> | |
| <p><u>Careers Opportunities</u> Industrial Chemist, Biochemist, Pharmacist, Chemical Engineer, Teacher, Nursing, Materials Scientist, Veterinarian, Veterinarian Nurse, Optometrist, Landscape Gardener, Photographer, Agronomist, Chemical Plant Operator, Food Processing Technician, Radiologist, Research Analyst, Stock and Station Agent, Pharmacy Assistant, Pharmaceutical Sales Representative, Pest Controller, Laboratory Assistant, Dietician, Engineer, Forensic Scientist, Ambulance Officer, Medical Practitioner, Zoologist, Sports Scientist.</p> | | |
| | Fee | \$30 |



| COMMUNITY & FAMILY STUDIES | HOME ECONOMICS | | | |
|--|--|---|-----|-------------|
| Course | Faculty | | | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | | |
| <p>Course Description: CAFS is the study of life issues as they relate to family, friendships & working relationships. CAFS is equally relevant to both male and female students and has the capacity to challenge and extend students of all levels. The world we live in today is rapidly changing, both socially and technologically. We are living fast-paced lives and come into contact with a wide variety of different people.</p> | | | | |
| <p>The course offers students the opportunity to become active members of the community in which they live and to make a positive contribution to society now and in their future life.</p> | | | | |
| Exclusions: Nil | | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | | | |
| <p>Resource Management</p> <ul style="list-style-type: none"> Basic concepts of the resource management process (approximately 20% of course time). <p>Individuals and Groups</p> <ul style="list-style-type: none"> The individual’s roles, relationships and tasks within groups (approx. 40% of course time). <p>Families and Communities</p> <ul style="list-style-type: none"> Family structures and functions and the interaction between family and community (approx. 40% of course time). | <p>Research Methodology: Independent Research Project</p> <p>Groups in Context: Characteristics and needs of specific community groups</p> <p>Parenting & Caring: Issues facing individuals and groups in roles of parenting and caring</p> <p>Any one of the following options:</p> <ul style="list-style-type: none"> Family & Societal Interactions or Social Impact of Technology or Individuals & Work | | | |
| <p>Specific Course Requirements: As part of the HSC, students are required to complete an IRP. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities or resource management.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> Participate in class discussions Take responsibility for own learning Good research skills Independent learner <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>)</p> | | | |
| <p>Careers Opportunities Psychologist, Nanny, Child Care Assistant, Early Childhood Teacher, Secondary Teacher, Social Worker, Youth Worker, Consumer Advisor, Human Resources Manager, Travel Consultant, Marketing/Advertising Officer.</p> | | | | |
| | | <table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Fee</td> <td style="width: 30%; text-align: center;">\$20</td> </tr> </table> | Fee | \$20 |
| Fee | \$20 | | | |



| COMPUTING APPLICATIONS | TECHNOLOGY & APPLIED STUDIES | | | |
|--|---|--|-----|-------------|
| Course | Faculty | | | |
| <i>A Content Endorsed Course, which does NOT contribute towards the Australian Tertiary Administration Rank.</i> | | | | |
| <p>Course Description This course develops students’ capacity to be critical, ethical, competent and confident users of Information and Communication Technologies in order to participate in a range of work, study and other life situations. Project work is integrated into the course and there are opportunities for individual and group projects in each of the modules. Students will gain experience in using various software types along with basic software programming and learn about implications of computer-based technologies across subjects. In addition, the study of Computing Applications Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.</p> | | | | |
| Projects are an important and significant part of this course. | | | | |
| Exclusions: Nil | | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | | | |
| <ul style="list-style-type: none"> • Hardware and Software Skills • Graphics I • Desktop Publishing I • Multimedia I • Spreadsheets I • Communications I | <ul style="list-style-type: none"> • Graphics II • Desktop Publishing II • Multimedia II • Spreadsheets II • Communications II • Databases | | | |
| <p>Specific Course Requirements:</p> <ul style="list-style-type: none"> • There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. • It is expected that the target group for Computing Applications is those students who had had little practical experience in using computers. • Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students. | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Interest in computer technology • Positive attitude to learning new technologies <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> | | | |
| <p>Careers Opportunities <i>(This list is only a sample of careers linked to this subject)</i> Students who successfully complete Computing Applications will be confident, competent and discriminating users of information processes and information technology. They will be well prepared to pursue further education and employment across an especially wide range of contexts.</p> | | | | |
| | | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Fee</td> <td style="width: 50%; text-align: center; background-color: #d9d9d9;">\$20</td> </tr> </table> | Fee | \$20 |
| Fee | \$20 | | | |



| | | | |
|--|--|--|---|
| Course: Construction (240 indicative hours) Board Developed Course Number: 26201 | Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR) | | |
| The CPC20211 Certificate II in Construction Pathways is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. | | | |
| By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CPC08 Construction, Plumbing and Services Training Package (Release 9.4) (https://training.gov.au/Training/Details/CPC08). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. | | | |
| CPC20122 Certificate II in Construction Pathways Units of Competency | | | |
| 6 Core CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1012A Work effectively and sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1013A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications 6 Electives CPCCCA2002B Use carpentry tools and equipment-Group B | 6 Electives (cont.) CPCCCA2011A Handle carpentry materials-Group B CPCCCM2006B Apply basic levelling procedures-Group H CPCCCO2013A Carry out concreting to simple forms-Group H CPCCJN2001A Assemble components-Group F CPCCJN2002B Prepare for offsite manufacturing processes-Group F <u>Additional units required to attain an HSC credential in this course</u> CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground CPCCCM2005B Use construction tools and equipment #CPCCWHS1001 <i>Prepare to work safely in the construction industry</i> | | |
| #Successful completion CPCCWHS1001 Prepare to work safely in the construction industry will lead to a General Construction Induction Card (White Card) issued by SafeWork NSW. This is a legal requirement before entering a construction site across Australia. | | | |
| Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted. | | | |
| Pathways to Industry Skills gained in this course transfer to other occupations. Working in the construction industry involves: | | | |
| <ul style="list-style-type: none"> ▪ communication | <ul style="list-style-type: none"> ▪ problem-solving | <ul style="list-style-type: none"> ▪ teamwork | <ul style="list-style-type: none"> ▪ initiative and enterprise |
| Examples of occupations in the construction industry | | | |
| <ul style="list-style-type: none"> ▪ Builder | <ul style="list-style-type: none"> ▪ shopfitter and joiner | <ul style="list-style-type: none"> ▪ bricklayer | |
| Mandatory course requirements to attain an HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. | | | |
| Admission Requirements To enrol in CPC20211 Certificate II in Construction Pathways , students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments. | | | |
| Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification. | | | |
| Course consumables: Approx. \$100 (based on 2019 fees) White Card will be delivered by an external provider approx. \$90 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i> | | | |
| A school-based traineeship is available in this course. For more information contact the school's Careers Adviser. | | | |
| Exclusions: VET course exclusions can be confirmed with the school. | | | |



| DANCE | | CREATIVE & PERFORMING ARTS | |
|--|--|---|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.</p> <p>Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology.</p> | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Performance (40%) • Composition (20%) • Appreciation (20%) Additional 20% to be allocated by the teacher to suit the specific circumstances/context of the class). | | <ul style="list-style-type: none"> • Core Performance 20%, Core Composition 20%, Appreciation 20% • Major Study (40%) Performance or Composition or Appreciation or Dance and Technology | |
| <p>Specific Course Requirements: The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses. The published Course Prescriptions, which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.</p> | | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Creative • Independent worker • Self-motivated <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Wide range of prior dance experience | |
| <p>Careers Opportunities Dance Teacher, Professional Dancer, Dance Instructor, Choreographer, Dance Adjudicator, Director</p> | | | |
| | | Fee | \$30 |



| DRAMA | ENGLISH | |
|---|---|-------------|
| Course | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | |
| Course Description Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. | | |
| Exclusions: Nil | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | |
| Year 11 content comprises an interaction between the components of improvisation, play building and acting. Elements of production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas. | Australian Drama and Theatre and Studies in Drama and Theatre involves the theatrical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The group performance of between 3-6 students involves creating a piece of original theatre (8-12 minutes duration). It provides opportunity for each student to demonstrate their performance skills. The Individual Project demonstrates expertise in a particular area. One project is chosen from Critical Analysis, or Design Performance, Script Writing, or Video Drama. | |
| Specific Course Requirements: Preliminary course: <ul style="list-style-type: none"> • Improvisation, Play building, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles HSC course <ul style="list-style-type: none"> • Australian Drama & Theatre • Studies in Drama & Theatre • Group Performance (core content) • Individual Project | Personal Qualities You should be energetic, prepared to perform to any size audience, imaginative and spontaneous, committed to after-school practice and performance. Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> A keen interest in performance will help you to develop understanding of this craft. | |
| Careers Opportunities If you are interested in a career in this industry you should be involved with amateur theatre and/or taking drama classes outside of school hours. Drama Teacher, Professional Actor/Performer, Theatre, Film or Television, Fitness/Aerobics Instructor, Community Drama Work, Youth Worker, Sports Administrator, Vacation Care Teacher. | | |
| | Fee | \$30 |



| EARTH & ENVIRONMENTAL SCIENCE | SCIENCE | |
|--|--|-------------|
| Course | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | |
| <p>Course Description This subject explores the Earth’s features and naturally occurring phenomena and cycles as well as the Earths renewable and non-renewable resources including environmental issues.</p> <p>The Preliminary course incorporates the study of;</p> <ul style="list-style-type: none"> • Key features of the Earth’s systems, including the geosphere, atmosphere, lithosphere and biosphere and how they are interrelated • The theory of plate tectonics and the energy and geological changes that occur at plate boundaries • the factors that influence how energy is transferred and transformed in the Earth’s systems • human impact on the Earth in relation to hydrological & geological processes and biological changes <p>The HSC course incorporates the study of;</p> <ul style="list-style-type: none"> • Models that show the structure and development of the Earth over its history • The Earth’s hazards and the way in which they affect, and are affected by, the Earth’s systems • The natural processes and human influences of the Earth, including evidence for changes in climate • Renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth’s systems | | |
| Exclusions: Nil | | |
| Modules Studied in Preliminary Course (Year 11) | Modules Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Earth’s Resources • Plate Tectonics • Energy Transformation • Human Impacts | <ul style="list-style-type: none"> • Earth’s Processes • Hazards • Climate Science • Resource Management | |
| <p>Specific Course Requirements: A minimum of 35 hours of practical investigations including 15 hours of depth studies and one fieldwork exercise are compulsory in Year 11 & 12.</p> | <p>Personal Qualities Work individually & as part of a team; work safely & persevere to solve problems; enjoy a challenge.</p> <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> An interest in natural events, the Earth’s history and environmental issues is an advantage in this course.</p> | |
| <p>Careers Opportunities Environmental Scientist, Geologist, Mineralogist, Seismologist, Environmental Officer, Forest Technical Officer, Landscape Architect/Gardener, Greenkeeper, Forensic Scientist, Fisheries Officer, Winemaker, Pest & Weed Controller, Quarantine Officer, Journalist, Lawyer, Teacher, Pest Controller, Mining, Exploration Geologist, Park Ranger, Landscaping, Geographer, Urban Planner, Meteorologist.</p> | | |
| | Fee | \$30 |



| ENGINEERING STUDIES | | INDUSTRIAL ARTS | |
|--|--|--|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| Course Description | | | |
| The aim of Engineering Studies Stage 6 is to develop students’ understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology. Students will develop understanding, appreciation and knowledge of the scope, role and responsibilities of engineering in society, in addition to the communication, management and problem solving skills appropriate to engineering methodologies. | | | |
| There is a strong emphasis on; utilising higher-order thinking in collecting, analysing and organising information, working collaboratively, and using mathematical ideas and techniques. | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Engineering Fundamentals • Engineered Products • Braking Systems • Bio Engineering | | <ul style="list-style-type: none"> • Personal and Public Transport • Aeronautical Engineering • Telecommunications Engineering | |
| Specific Course Requirements: | | Personal Qualities | |
| Nil | | <ul style="list-style-type: none"> • Motivation to achieve your personal best • Dedication and commitment to senior studies • Enthusiasm towards understanding how things work <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> Background knowledge in the Stage 5 elective courses of either Design and Technology or Industrial Technology is desirable but not essential.</p> | |
| Careers Opportunities | | | |
| Aerospace Engineering, Agricultural Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Environmental Engineering, Industrial, Health, and Safety Engineering, Materials Engineering, Mechanical Engineering, Mining and Geological Engineering, Nuclear Engineering, Petroleum Engineering | | | |
| | | Fee | \$50 |



| ENGLISH ADVANCED | ENGLISH |
|--|--|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p> | |
| <p>The English (Advanced) course requires the close study of at least four types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction, poetry or drama; non-fiction or media or multimedia texts. A wide range of additional related texts and textual forms will be studied.</p> | |
| <p>Exclusions: English Standard; Fundamentals of English; EALD, English Studies</p> | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <p>The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the Advanced and Standard courses is undertaken through a Common Module titled 'Reading to Write'. Students explore a range of texts and develop skills in creative, personal and analytical composition (40 hours). • Electives, in which students explore, examine and analyse texts, as well as analysing aspects of representation and the ways in which texts and contexts shape and are shaped by different attitudes and values (80 hours). | <p>The course has two sections:</p> <ul style="list-style-type: none"> • The HSC consists of one Common Module – 'Texts and Human Experiences' common to the HSC Advanced, Standard and Studies courses where students analyse and explore texts and apply skills in synthesis and composition (30 hours). • Modules, which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to study Module A: 'Textual Conversations', Module B: 'Critical Study of Literature' and the concurrent study of Module C: 'The Craft of Writing' (30 hours each). |
| <p>Specific Course Requirements: Students will experience a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. These texts will include quality literature, cultural, social and gender perspectives and Australian texts that integrate Aboriginal or Torres Strait Islander authors and Asian intercultural perspectives. These include integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Enthusiasm for English • Ability to work and think independently • Ability to think critically about texts • Desire to improve written and oral skills • Excellent reader with wide reading experience <p>Desirable Knowledge Developed skills in critical and creative composition and analysis.</p> |
| <p>Careers Opportunities Bookseller, Hotel/Motel Manager, Youth Worker, Lawyer, Publisher, Editor, Interpreter, Journalist, Actor, Welfare Worker, Translator, Scriptwriter, Copywriter, Interpreter, Personal Assistant, Teacher, Psychiatrist, Marketing Officer</p> | |



| ENGLISH Extension 1 | ENGLISH |
|--|--|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description Preliminary English Extension is a 1 unit course studied alongside Advanced English. It provides students who are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts. Extension 2 English is an additional one-unit course involving a major work and is taken alongside English Advanced and English Extension 1 in Year 12.</p> | |
| <p>English Extension 1 course requires the close study of at least 3 types of prescribed texts in addition to texts of the students’ own choosing. Students study ONE elective chosen from ONE of the HSC Modules.</p> | |
| <p>Exclusions: English Standard; Fundamentals of English; EAL/D, English Studies</p> | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <p>Students will study one elective in Year 11 titled “Texts, Culture and Value” (40 hours). This will include a study of literary movements, critical perspectives and close analysis of at least three texts and at least one other related text. Students will explore the relationships between a text and its culture and examine the ways language shapes and reflects values. They will engage in an Independent Research Project (20 hours) that examines a core text and its manifestations across time and culture.</p> | <p>Students study a common module titled ‘Literary Worlds’ and one Module Elective . This involves an analysis of at least three prescribed texts and at least two texts of the students’ own choosing. The Module Elective options are centred on the concepts of Genre, Context, Representation, Intertextuality, Ways of Thinking and Language and Values. Students develop a range of interpretive, imaginative and analytical compositions.</p> |
| <p>Specific Course Requirements: Preliminary English (Extension) course requires the study of Australian and other quality literature texts; exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts; wide reading programs involving texts and textual forms composed in and for a wide variety of contexts, including intercultural experiences of Asia and insights into experiences of Aboriginal and/or Torres Strait Islander peoples; integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate engagement in the integrated study of language and text.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Enthusiasm and passion for English, • Ability to work and think independently • Ability to think critically about texts • Enthusiasm for writing and reading sophisticated, complex texts • Excellent reader <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> Wide reading of Classic literature and developed skills in analysis and critical and creative composition.</p> |
| <p>Careers Opportunities Bookseller, Lawyer, Publisher, Editor, Interpreter, Journalist, Actor, Translator, Scriptwriter, Copywriter, Teacher, Psychiatrist, Marketing Officer, University Lecturer, Writer.</p> | |



| ENGLISH STANDARD | ENGLISH |
|---|---|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.</p> | |
| Exclusions: English Advanced; EAL/D; Extension 1 | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <p>The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the Advanced and Standard courses is undertaken through a Common Module titled 'Reading to Write'. Students explore a range of texts and develop skills in creative, personal and analytical composition (40 hours). • Electives, in which students explore, examine and analyse texts and aspects of shaping meaning, evaluating the ways in which texts as vehicles to communicate important ideas through various forms of representation (80 hours). | <p>The course has two sections:</p> <ul style="list-style-type: none"> • The HSC consists of one Common Module – 'Texts and Human Experiences' common to the HSC Advanced, Standard and Studies courses where students analyse and explore texts and apply skills in synthesis, analysis and composition (30hours). • Modules, which emphasise particular aspects of shaping meaning and representation and ways in which texts communicate key ideas. Students are required to study Module A: 'Language, Identity and Culture', Module B: 'Close Study of Literature' and the concurrent study of Module C: 'The Craft of Writing' (30 hours each). |
| <p>Specific Course Requirements:</p> <ul style="list-style-type: none"> • Students will experience a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. These texts will include quality literature, cultural, social and gender perspectives and Australian texts that integrate Aboriginal or Torres Strait Islander authors and Asian intercultural perspectives. These include integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Enthusiasm • Imagination • Commitment to improving writing skills • Good reader <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> NA</p> |
| <p>Careers Opportunities Bookseller, Hotel/Motel Manager, Youth Worker, Lawyer, Publisher, Editor, Interpreter, Journalist, Actor, Welfare Worker, Translator, Scriptwriter, Personnel Officer, Tour Guide, Translator, Stage Manager, Teacher, Counsellor</p> | |



| ENGLISH STUDIES | ENGLISH |
|---|---|
| Course | Faculty |
| <p><i>A Board Developed Course, which has an OPTION to contribute towards the Australian Tertiary Admission Rank through the completion of a final HSC examination.</i></p> | |
| <p>Course Description The Preliminary English Studies Course is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course and is excellent for TAFE or workplace pathways.</p> | |
| <p>Exclusions: Nil-Students who wish to attend university are recommended to select English Standard or higher</p> | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <ul style="list-style-type: none"> • Mandatory Module Mandatory module – Achieving through English: English in Education, Work and Community (30-40 hours) • Elective Modules: • Students will study 2-4 Modules exploring a variety of cultural, personal and contemporary perspectives. These modules are 20 to 30 hours each in length, where students engage with a range of texts to explore a variety of concepts, perspectives and modes of representation. | <ul style="list-style-type: none"> • Mandatory Module • The HSC consists of one Common Module – ‘Texts and Human Experiences’ common to the HSC Advanced, Standard and Studies courses where students analyse and explore texts and apply skills in synthesis, analysis and composition (30 hours). • Elective Modules: (choice of 2-4, 20-45 hours each) • Students will study 2-4 Modules exploring a variety of cultural, personal, workplace, youth and contemporary perspectives. Students must compose a portfolio of work showcasing their knowledge across these modules. |
| <p>Specific Course Requirements:</p> <p>Preliminary English (English studies)</p> <ul style="list-style-type: none"> • Students are required to complete the mandatory module and 2-4 elective modules. <p>HSC (English studies)</p> <ul style="list-style-type: none"> • Students are required to complete the mandatory module and 2-4 elective modules. They are to develop a multimodal portfolio of work showcasing their compositions relating to the content studied, engage with the community through their learning and be involved in research or planning for collaborative tasks. | <p>Please Note</p> <p>Elective modules may be studied in either the Preliminary course of the HSC course.</p> <p>The course develops skills that form the basis of investigation and analysis required for adult life, including the world of works as well as post-school training and education.</p> <p>Please note – English Studies external examination is OPTIONAL, and if completed, will contribute to the awarding of an ATAR</p> <p>Desirable Knowledge NA</p> |
| <p>Careers Opportunities Retail assistant, builder, electrician, plumber, camera operator, workshop supervisor, travel guide, graphic designer, sign writer, mechanic, and public servant.</p> | |

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|---|--|---|--|
| Course: Entertainment Industry (240 indicative hours) Board Developed Course Number: 26401 | | Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR) | |
| The CUA30415 Statement of Attainment towards Certificate III in Live Production and Services is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. | | | |
| By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CUA Creative Arts and Culture Training Package (Release 3.0) (https://training.gov.au/Training/Details/CUA). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. | | | |
| CUA30415 Statement of Attainment towards Certificate III in Live Production and Services | | | |
| 4 Core CPCCOHS1001A Work safely in the construction industry CUAIND301 Work effectively in the creative arts industry CUAWHS302 Apply work health and safety practices SITXCCS303 Provide service to customers | | 8 Electives (cont) CUASTA301 Assist with production operations for live performances Grp A CUAVSS302 Operate vision systems Group A MEM18002B Use power tools/hand held operations Other CUASOU306 Operate sound reinforcement systems Group A CUASMT301 Operate sound reinforcement systems Group A CUASTA202 Assist with bump in and bump out of shows Group C <i>N. B. Additional competencies (2 core and 1 elective) are required to achieve the full qualification. Refer to Specialisation Course Descriptor.</i> | |
| 8 Electives CUASOU301 Undertake live audio operations Group A CUALGT301 Operate basic lighting Group A | | | |
| Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted | | | |
| Pathways to Industry Skills gained in this course transfer to other occupations. Working in the entertainment industry involves: | | | |
| <ul style="list-style-type: none"> ▪ Lighting and sound operations ▪ Audio visual operations | | <ul style="list-style-type: none"> ▪ Set and props construction and staging ▪ Creative projects | |
| Examples of occupations in the Entertainment Industry | | | |
| <ul style="list-style-type: none"> ▪ Technical Assistant (Productions) ▪ Sound Technician | | <ul style="list-style-type: none"> ▪ Assistant venue technician ▪ Follow spot operator | |
| | | <ul style="list-style-type: none"> ▪ Special Effects Assistant | |
| Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. | | | |
| Admission Requirements To enrol in CUA30415 Statement of Attainment towards Certificate III in Live Production , students who are interested in lighting, sound, staging, set design and dealing with patrons would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, assignments and students will be involved in performances and productions. | | | |
| Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. | | | |
| Complaints and Appeals: Students may lodge an appeal about assessment or any other decisions through the VET teacher. | | | |
| Optional HSC examination for ATAR purposes: The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification. | | | |
| Course consumables: TBA by Windsor HS Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> | | | |
| Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i> | | | |
| A school-based traineeship is available in this course. For more information, contact the school's Careers Adviser. | | | |
| Exclusions: VET course exclusions can be confirmed with the school. | | | |



| EXPLORING EARLY CHILDHOOD | HOME ECONOMICS |
|---|---|
| Course | Faculty |
| <i>A Board Endorsed Course, which does NOT contribute towards the Australian Tertiary Admission Rank.</i> | |
| Course Description | |
| 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 knowledge and understanding, and skills in: <ul style="list-style-type: none"> • the physical, social-emotional, behavioural, cognitive and language development of young children • the environmental factors that have an impact upon young children’s growth and development • the development and maintenance of positive behaviours and relationships with young children • communication and interaction • research and analysis • decision making and evaluation • respect for the individuality and uniqueness of young children and their families • an appreciation of the value and importance of supportive and responsible relationships with young children. | |
| Exclusions: Child Studies (TVET) | |
| Proposed Modules Studied in Year 11 &/or 12 | |
| Core Study PART A: Pregnancy and Childbirth PART B: Child Growth and Development PART C: Promoting Positive Behaviour | Elective Modules chosen from: Learning Experiences for Young Children Play and the Developing Child Starting School Gender and Young Children Children and Change Children of ATSI Communities Historical and Cultural Contexts of Childhood The Children’s Services Industry Young Children and the Media Young Children and the Law Children’s Literature Food and Nutrition Child Health and Safety Young Children with Special Needs |
| Specific Course Requirements: NA | Personal Qualities <ul style="list-style-type: none"> • Ability to interact with young children • Willingness to participate in class discussions • Ability to analyse and compare information from a variety of sources and develop an understanding of child growth and development. |
| Careers Opportunities Nanny, Early Childhood Teacher, Child Care Assistant, Social Worker, Psychologist, Story Writer, Speech Pathologist, Play Therapist, Dental Assistant, Paediatric Nurse, Librarian, Mothercraft Nurse. | |

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| Fee | \$60 |
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| FOOD TECHNOLOGY | HOME ECONOMICS |
|---|--|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p><u>Course Description</u> Food Technology is the study of the science of food. Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.</p> | |
| There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. | |
| Exclusions: Nil | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) | <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Food Issues in Nutrition (25%) |
| <p><u>Specific Course Requirements:</u> In order to meet the course requirements, students must ‘learn about’ food availability and selection, food quality, nutrition, the Australian Food Industry, food manufacture, food product development and contemporary food issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand. Leather enclosed shoes & an apron are required for practical lessons.</p> | <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> • Commitment to the demands of a rigorous HSC course • Responsibility for your own learning • Willingness to participate in all class activities • Ability to meet deadlines. • Well-developed time management and organisational skills in practical lessons <p>Please note – this course does not involve a lot of cooking, usually once a fortnight.</p> |
| <p><u>Careers Opportunities</u> Nutritionist, Dietician, Chef/Cook, Food Processor, Hotel/Motel Manager, Recipe Writer, Food Technologist, Consumer Advisor, Health Officer, Health Promotion Officer, Media Writer, Nurse, Occupational Therapist.</p> | |
| Fee | \$80 |

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| Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511 | | Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR) | |
| The SIT 20416 Certificate II in Kitchen Operations is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. | | | |
| By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. | | | |
| SIT 20416 Certificate II in Kitchen Operations | | Units of Competency | |
| 8 Core BSBWOR203 Work effectively with others SITXWHS001 Participate in safe work practices SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXFSA001 Use hygienic practices for food safety SITXINV002 Maintain the quality of perishable items | | 5 Electives SITHIND002 Source and use information on the hospitality industry SITXFSA002 Participate in safe food handling practices SITHCCC003 Prepare and present sandwiches SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads Additional units required to attain an HSC credential in this course BSBSUS201 Participate in environmentally sustainable work practices | |
| Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted. | | | |
| Pathways to Industry | | | |
| Skills gained in this course transfer to other occupations. Working in the hospitality industry involves: | | | |
| <ul style="list-style-type: none"> Supporting and working with colleagues to meet goals and working in a team | | <ul style="list-style-type: none"> Preparing menus, managing resources, preparing, cooking food and menus items | |
| Examples of occupations in the Hospitality Industry | | | |
| <ul style="list-style-type: none"> Breakfast cook Catering assistant | | <ul style="list-style-type: none"> Fast food cook Sandwich hand | |
| | | <ul style="list-style-type: none"> Takeaway food cook Trainee chef | |
| Mandatory course requirements to attain a HSC credential in this course | | | |
| Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. | | | |
| Admission Requirements | | | |
| To enrol in SIT 20416 Certificate II in Kitchen Operations , students should be interested in working in a hospitality environment preparing and plating food to customers. They should be able to lift and carry equipment and use hand held and larger commercial kitchen equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments. | | | |
| Competency-Based Assessment | | | |
| Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units. | | | |
| Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. | | | |
| Optional HSC examination for ATAR purposes | | | |
| The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification. | | | |
| Course consumables: \$ 120 (based on 2019 fees) and \$90 for Uniform. | | | |
| Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> | | | |
| Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i> | | | |
| A school-based traineeship and apprenticeship is available in this course. For more information contact the school's Careers Adviser. | | | |

| | | | |
|---|--|--|---|
| Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511 | | Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR) | |
| The SIT 20316 Certificate II in Hospitality is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. | | | |
| By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. | | | |
| SIT 20316 Certificate II in Hospitality | | Units of Competency | |
| 6 Core SITXWHS001 Participate in safe work practices BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITXCCS003 Interact with customers SITHIND003 Use hospitality skills effectively SITXCOM002 Show social and cultural sensitivity 6 Electives SITXFSA001 Use hygienic practices for food safety; Group A | | SITHFAB005 Prepare and serve espresso coffee; Group B SITHFAB007 Serve food and beverage; Group B SITXFSA002 Participate in safe food handling practices; Group B SITHFAB004 Prepare and serve non-alcoholic beverages; Group B SITHCCC003 Prepare and present sandwiches; Group B Additional units required to attain an HSC credential in this course SITHCCC001 Use food preparation equipment SITXCOM001 Source and present information Group B BSBSUS201 Participate in environmentally sustainable work practices Group B | |
| Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted. | | | |
| Pathways to Industry | | | |
| Skills gained in this course transfer to other occupations. Working in the hospitality industry involves: | | | |
| <ul style="list-style-type: none"> Supporting and working with colleagues to meet goals and provide a high level of customer service | | <ul style="list-style-type: none"> Prepare for front of house service, manage resources, preparing and serving a range of food and beverages | |
| Examples of occupations in the Hospitality Industry | | | |
| <ul style="list-style-type: none"> Café Attendant | | <ul style="list-style-type: none"> Food and Beverage Attendant | <ul style="list-style-type: none"> Barista |
| Mandatory course requirements to attain a HSC credential in this course | | | |
| Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. | | | |
| Admission Requirements | | | |
| To enrol in SIT 20316 Certificate II in Hospitality , students should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments. | | | |
| Competency-Based Assessment | | | |
| Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency. | | | |
| Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. | | | |
| Optional HSC examination for ATAR purposes | | | |
| The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification. | | | |
| Course consumables: \$120 (based on 2019 fees) and Uniform \$60. Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> | | | |
| Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i> | | | |
| A school-based traineeship is available in this course. For more information contact the school's Careers Adviser. | | | |
| Exclusions: VET course exclusions can be confirmed with the school. | | | |



| INDUSTRIAL TECHNOLOGY | INDUSTRIAL ARTS | |
|--|---|-------------|
| Course | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | |
| <p>Course Description Industrial Technology Stage 6 consists of project work and an Industry Study that develops a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. Students have the option of studying either the Timber Products and Furniture Industry Focus of Industrial Technology OR the Graphics Industry Focus of Industrial Technology at Richmond HS.</p> | | |
| STUDENTS CAN ELECT ONLY ONE FOCUS AREA. | | |
| Exclusions: Nil | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | |
| The following sections are taught in relation to the relevant focus area: <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety • Design and Management – designing, drawing, computer applications, project management • Workplace Communication – literacy, calculations, graphics - Industry Specific Content and Production | The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry: <ul style="list-style-type: none"> • Industry Study • Design and Management • Workplace Communication • Industry Specific Content and Production | |
| <p>Specific Course Requirements: In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Ability to apply theory to practical projects • Ability to meet deadlines • Willingness to take responsibility for own learning • Creative thinker <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> Student completed Timber Technology or Graphics subjects in Years 9-10. A working knowledge of computer software such as Photoshop, Paintshop Pro, Power Point, MSWord, Excel, etc., and reasonably competent in computer usage.</p> | |
| <p>Careers Opportunities Glass Worker, Picture Framer, Locksmith, Building Trades, Defence Force, Surveyor, Set Designer, Marine Engineer, Architect, Sound Technician, Mining Engineer, Cabinetmaker, Upholsterer, Multimedia Designer.</p> | | |
| | Fee | \$80 |



| INFORMATION PROCESSES & TECHNOLOGY | | TECHNOLOGY & APPLIED STUDIES | |
|--|--|---|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description The Information Processes and Technology (IPT) Stage 6 course investigates computer-based information systems. It is important to realise that these information systems are part of our everyday life. In order to understand and develop information systems successfully in this course, you need to be able to appreciate these systems in real-world contexts, rather than simply rote-learn facts about information systems. Think about the network at your school, local library or perhaps where you have a part-time job. Where is information held about you, how is it held, what are the implications if this information was to be sold or given to a third party? Look around you, investigate information systems, and ask questions. What is the purpose of the system? Inquire about the information technology used such as hardware and software, identify the data and the participants and the environment of the system.</p> | | | |
| Projects are an important and significant part of this course. | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Introduction to Information Skills and Systems (20%) • Tools for Information Processes (50%) • Developing Information Systems (30%) | | <ul style="list-style-type: none"> • Project Management (20%) • Information Systems and Databases (20%) • Communication Systems (20%) Option Strands (40%) • Transaction Processing Systems • Multimedia Systems | |
| <p>Specific Course Requirements:</p> <ul style="list-style-type: none"> • There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. • Information Processes & Technology and Information Technology complement each other and can be studied together as there is very little similarity in course content. | | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Enthusiasm for technology • Can relate the real world to theoretical concepts. <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>)</p> <ul style="list-style-type: none"> • Studying Computing Studies in Years 9-10 is advantageous but not essential. • A working knowledge of computer softwaresuch as Microsoft Office. • Reasonably competent in computer usage. | |
| <p>Careers Opportunities (<i>This list is only a sample of careers linked to this subject</i>) Students who successfully complete Information Processes and Technology will be confident, competent and discriminating users of information processes and information technology. They will appreciate the nature of information, its ethical use and its impact on many aspects of life. As such, they will be well prepared to pursue further education and employment across an especially wide range of contexts.</p> | | | |
| | | Fee | \$20 |



| INVESTIGATING SCIENCE | SCIENCE | | | |
|--|---|---|-----|-------------|
| Course | Faculty | | | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | | |
| <p>Course Description</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop their understanding of scientific concepts (in Biology, Chemistry, Physics and Earth & Environmental Sciences), their current and future uses, and their impacts on science and society.</p> <p>The Preliminary course incorporates the study of;</p> <ul style="list-style-type: none"> ☐ The collection of primary and secondary data to initiate scientific investigations ☐ The use of inference and generalisations in scientific investigations ☐ Modelling as an aid in predicting and simplifying scientific objects and processes ☐ How scientific explanations, laws and theories have developed <p>The HSC course incorporates the study of;</p> <ul style="list-style-type: none"> ☐ The processes of undertaking scientific investigations ☐ How science drives the development of technologies ☐ Evidence-based analysis in a scientific investigation to support or refute a hypothesis ☐ The implications of ethical, social, economic and political influences on science | | | | |
| Exclusions: Nil | | | | |
| Modules Studied in Preliminary Course (Year 11) | Modules Studied in HSC Course (Year 12) | | | |
| <ul style="list-style-type: none"> • Cause and Effect – Observing • Cause and Effect – Inferences and Generalisations • Scientific Models • Theories and Laws | <ul style="list-style-type: none"> • Scientific Investigations • Technologies • Fact or Fallacy • Science and Society | | | |
| <p>Specific Course Requirements:</p> <p>A minimum of 35 hours of practical investigations including 30 hours depth studies is compulsory in Year 11 & 12.</p> | <p>Personal Qualities</p> <p>Enjoy investigating and reporting on problems, work safely, persevere to solve complex problems</p> <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>)</p> <p>Selection of another Science course (Biology, Chemistry, Physics or Earth & Environmental) is advantageous but not essential.</p> | | | |
| <p>Careers Opportunities</p> <p>Laboratory Technician, Forest Worker, Tissue Culture Technician, Fisheries Officer, Horse Manager, Landscape Gardener, Plant Operator, Customs Officer, Tree Surgeon, Nursery Worker, Survey Assistant, Jockey, Journalist, Lawyer, Radiologist, Engineer, Medical Scientist, Physiotherapist, Sports Scientist, Park Ranger, Veterinarian Nurse, Natural Therapist, Nurse, Occupation Health and Safety Officer.</p> | | | | |
| | | <table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Fee</td> <td style="width: 30%; text-align: center;">\$30</td> </tr> </table> | Fee | \$30 |
| Fee | \$30 | | | |



| LEGAL STUDIES | HSIE | | | |
|---|---|---|-----|-------------|
| Course | Faculty | | | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | | |
| <p>Course Description This two year course provides students with basic knowledge and understanding of how Australian and international laws are made, why they are needed and how they are amended. Also covered is the study of civil and criminal law, the role of courts and juries, ATSI customary law and how the law responds to two particular areas of society.</p> <p>Significant legal cases will be examined throughout the duration of the course. Students will work towards developing their ability to evaluate how government and the courts respond to legal issues that arise.</p> | | | | |
| Exclusions: Nil | | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | | | |
| <ul style="list-style-type: none"> • The Legal System • The Individual and the Law • The Law in Practice | <ul style="list-style-type: none"> • Crime • Human Rights • Two Options selected from the following list – Consumers, Global Environmental Protection, Family, Indigenous Peoples, Shelter, Workplace, World Order. | | | |
| <p>Specific Course Requirements:</p> <p>NIL</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Self-motivated • Interest in legal matters covered in the media • Willingness to write detailed responses and to read a variety of texts. <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • The ability to express oneself in a verbal and written format • Research and analytical skills | | | |
| <p>Careers Opportunities Solicitor, Police Officer, Legal Secretary, Sheriff, Business Owner, Correctional Services Officer, Security Officer, Teacher, Law Clerk, Bank Officer, Public Servant, Insurance Broker, Stoke Broker, Real Estate Agent.</p> | | | | |
| | | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Fee</td> <td style="width: 50%; text-align: center;">\$30</td> </tr> </table> | Fee | \$30 |
| Fee | \$30 | | | |



| MATHEMATICS ADVANCED | MATHEMATICS |
|---|--|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of Mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in Science and Commerce. The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the Life Sciences or Commerce. Students who require substantial Mathematics at a tertiary level supporting the Physical Sciences, Computer Science or Engineering should undertake the Extension 1 or Extension 2 courses.</p> | |
| <p>Prerequisites: This course is constructed on the assumption that students have achieved the outcomes up to and including 5.2 in each strand for Years 9 & 10 and achieved a commendable level.</p> | |
| Exclusions: Mathematics Standard | |
| Proposed Topics Studied in the Year 11 Course | Proposed Topics Studied the Year 12 Course |
| <ul style="list-style-type: none"> • Working with Functions • Trigonometry and Measure of Angles • Trigonometric Functions and Identities • Introduction to Differentiation • Logarithms and Exponentials • Probability and Discrete Probability Distributions | <ul style="list-style-type: none"> • Graphing Techniques • Trigonometric Functions and Graphs • Differential Calculus • Applications of Differentiation • Integral Calculus • Modelling Financial Situations • Descriptive Statistics and Bivariate Analysis • Random Variables |
| <p>Specific Course Requirements: It is recommended that students have studied and performed well in Mathematics through the 5.2 or 5.3 pathway. Good Algebra skills are also recommended as this forms a large part of the course.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Dedication and commitment to school work • Willingness to complete a substantial amount of work outside the classroom • Students who choose this course usually wish to move on to university after their HSC & study a degree which involves some Mathematics. |
| <p>Careers Opportunities Please note – Mathematics is not a compulsory subject in Senior School. Most jobs do not require a senior level of Mathematics. Tertiary level courses in Computing, Science and Business expect the Advanced Mathematics course as a minimum requirement. Careers in Science – related fields, Computing Science, Marketing/Advertising, Accountant, Engineer, Metallurgist, Teacher, Business Manager, Agriculture and Resource Economist, Actuary, Physicist, Surveyor, Radiation Therapist</p> | |



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|--|---|
| MATHEMATICS EXTENSION 1 | MATHEMATICS |
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description The content of this course, which includes the whole of the 2 unit course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of Science, Industrial Arts and Commerce. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level, and for the study of Mathematics in support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider taking the Extension 2 course in Year 12.</p> | |
| <p>Prerequisites: This course is constructed on the assumption that students have achieved the outcomes up to and including 5.3 in each strand for Years 9 & 10 and achieved an outstanding level in Mathematics.</p> | |
| Exclusions: Mathematics Standard | |
| Proposed Topics Studied in the Year 11 course | Proposed Topics Studied in the Year 12 Course |
| <ul style="list-style-type: none"> • Further Work with Functions • Polynomials • Inverse Trigonometric Functions • Further Trigonometric Identities • Rates of Change • Working with Combinatorics | <ul style="list-style-type: none"> • Proof by Mathematical Induction • Introduction to Vectors • Trigonometric Equations • Further Calculus Skills • Applications of Calculus • The Binomial Distribution |
| <p>Specific Course Requirements: It is recommended that students have studied and performed well in Mathematics through the 5.3 pathway. Excellent Algebra skills are also recommended as this forms a large part of the course.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Dedication and commitment to school work • Willingness to complete a substantial amount of work outside the classroom • Students who choose this course usually wish to move on to university after their HSC & study a degree which has a focus on Mathematics. |
| <p>Careers Opportunities Careers in science – related fields, Computing Science, Marketing/Advertising, Accountant, Engineer, Metallurgist, Teacher, Agriculture and Resource Economist, Actuary, Physicist, Surveyor, Radiation Therapist, Air Traffic Controller, Mathematician, Meteorologist, Microbiologist, Pilot, Optometrist, Economist, Auditor.</p> | |



| | |
|--|---|
| MATHEMATICS STANDARD YEAR 11 (previously General Mathematics) | MATHEMATICS |
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description The Mathematics Standard course is focused on enabling students to use Mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations. Standard Mathematics is designed to extend student’s knowledge of numeracy past that of Stage 5 without the in-depth study of calculus afforded in the Advanced Mathematics course.</p> | |
| <p>Prerequisites: This course is constructed on the assumption that students have studied the content and achieved the outcomes of Mathematics Years 7-10 Syllabus (2014).</p> | |
| <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Standard Mathematics.</p> | |
| Proposed Topics Studied in Year 11 Standard Mathematics | Proposed Topics Studied in Year 12 Standard Mathematics |
| <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis | <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis • Networks |
| <ul style="list-style-type: none"> • Students undertaking year 11 Standard Mathematics will be given a choice between Standard 1 Mathematics (Optional HSC Examination) and Standard 2 Mathematics (ATAR). See next page. | |
| <p>Specific Course Requirements: Once the assessment of the HSC course has commenced, some Year 11 course work can be included in assessment tasks for Standard Mathematics. No more than 30% of the assessment is to be based on the Year 11 course.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Dedication and commitment to school work • Willingness to complete a substantial amount of work outside the classroom <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> A good understanding of the Stage 5 courses in Mathematics.</p> |
| <p>Careers Opportunities Computing Science, Marketing/Advertising, Accountant, Engineer, Teacher, Business Manager, Surveyor, Radiation Therapist, Air Traffic Controller, Meteorologist, Auditor, Bank Officer, Retail Buyer, Retail Manager, Tradesperson, Accounts Clerk, Postal Employee, Insurance Claims Investigator, Credit Officer, IT Support.</p> | |



| MATHEMATICS STANDARD 1 & 2 YEAR 12 | MATHEMATICS |
|---|---|
| Course | Faculty |
| <p>Year 12 Standard Mathematics 1 is a Board Endorsed Course, which does NOT contribute towards the ATAR.</p> <p>Year 12 Standard Mathematics 2 is a Board Developed Course, which contributes towards the ATAR.</p> | |
| <p>Course Description – Standard 1</p> <p>Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making Mathematics meaningful. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. This is a non-ATAR course unless the optional HSC examination is completed at the end of the course.</p> | <p>Course Description – Standard 2</p> <p>Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies as a tertiary level. The HSC examination is not optional.</p> |
| <p>Prerequisites: These courses are constructed on the assumption that students have studied the content and achieved the outcomes of the Year 11 Standard Mathematics course.</p> | |
| <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Standard Mathematics 1 or 2.</p> | |
| Proposed Topics Studied in Year 12 Standard Mathematics 1 | Proposed Topics Studied in Year 12 Standard Mathematics 2 |
| <ul style="list-style-type: none"> • Types of Relationships (Algebra) • Right-angled Triangles • Rates • Scale Drawings • Investment • Depreciation and Loans • Further Statistical Analysis • Networks and Paths | <ul style="list-style-type: none"> • Types of Relationships (Algebra) • Non-right-angled Trigonometry • Rates and Ratios • Investments and Loans • Annuities • Bivariate Data Analysis • The Normal Distribution • Network concepts • Critical Path Analysis |
| <p>Specific Course Requirements:</p> <p>Once the assessment of the HSC course has commenced, some Year 11 course work can be included in assessment tasks for Standard 1 and 2 Mathematics. No more than 30% of the assessment is to be based on the Preliminary course.</p> | <p>Rational</p> <p>Mathematics is deeply embedded in modern society. From the numeracy skills required to manage personal finances, to making sense of data in various forms, mathematics provides the framework for interpreting, analysing and predicting, and the tools for effective participation in an increasingly complex society.</p> |
| <p>Careers Opportunities</p> <p>Computing Science, Marketing/Advertising, Accountant, Engineer, Teacher, Business Manager, Surveyor, Radiation Therapist, Air Traffic Controller, Meteorologist, Auditor, Bank Officer, Retail Buyer, Retail Manager, Tradesperson, Accounts Clerk, Postal Employee, Insurance Claims Investigator, Credit Officer, IT Support.</p> | |



| MODERN HISTORY | | HSIE | |
|--|--|---|-------------|
| Course | | Faculty | |
| <p><i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i></p> | | | |
| <p><u>Course Description</u> Modern History allows students to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. This course enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.</p> | | | |
| <p>Students explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them.</p> | | | |
| <p>Exclusions: Nil</p> | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <p>The course comprises a study of: Part I: Investigating Modern History a) The Nature of Modern History b) Case Studies – ONE case study from Europe, North America or Australia. ONE case study from Asia, the Pacific, Africa, the Middle East or Central/South America Part II: Historical Investigation Part III: The shaping of the Modern World: The Age of Imperialism The French Revolution World War I</p> | | <p>The course comprises a study of: Part I: Core Study: Power and Authority in the Modern World 1919–1946 Part II: A National Study of ONE from the following: China 1927 – 1949 Japan 1904 - 1937 USA 1919 - 1941 Russia and the Soviet Union 1917-1941 Part III: Peace and Conflict Conflict of Indochina 1954 - 1979 Part IV: Change in the Modern World Civil Rights in the USA 1945 – 1968 Apartheid in South Africa 1960 - 1994</p> | |
| <p><u>Specific Course Requirements:</u> NIL</p> <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> • Curiosity to learn and investigate/research • Interest in discussion/debating | | <p><u>Desirable Knowledge:</u> <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Ability to research • Ability to analyse information, for example, sources. | |
| <p><u>Careers Opportunities</u> Court & Hansard Reporter, Defence Force, Travel Consultant, Lawyer, Writer, Records Manager, Genealogist, Photographer, Editor, Art Historian, Museum Curator, Anthropologist, Art Critic, Barrister, Law Clerk, Librarian.</p> | | | |
| | | Fee | \$30 |



| MUSIC 1 | CREATIVE & PERFORMING ARTS | | | |
|--|---|--|-----|-------------|
| Course | Faculty | | | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | | |
| <p><u>Course Description</u> In the Preliminary and HSC courses, students will study the concepts of music, that is:</p> <ul style="list-style-type: none"> • Pitch • Duration • Texture • Tone Colour • Dynamics and Expressive Techniques • Structure | <p>The concepts will be learnt through:</p> <ul style="list-style-type: none"> Performing Listening Composing <p>Within the context of a range of:</p> <ul style="list-style-type: none"> Styles Periods Genres | | | |
| Prerequisites: Music mandatory course (or equivalent) | | | | |
| Exclusions: Music 2 and the TVET Music Performance course | | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | | | |
| Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres. | Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres. | | | |
| <p><u>Specific Course Requirements:</u></p> <p>Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.</p> | <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> • Private instrumental tuition outside of school • Ability to work independently • Confidence to perform in front of other people. <p><u>Desirable Knowledge</u> <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <p>All students are expected to perform, compose and analyse music. Students must also study the musicology of the topics covered.</p> | | | |
| <p><u>Careers Opportunities</u> Sound Technician, Musician, Performer/Singer, Program Director, Film and Television Producer, Actor, Theatre Critic, Composer, Stagehand, Retail Assistant/Manager, Music Store Owner, Disc Jockey, Journalist, Record Manager, Road Manager, Entrepreneur.</p> | | | | |
| | | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Fee</td> <td style="width: 50%; text-align: center; background-color: #d9d9d9;">\$40</td> </tr> </table> | Fee | \$40 |
| Fee | \$40 | | | |



| PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION | PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION |
|--|--|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p><u>Course Description</u> PDHPE is the study of physiology, health and social issues. The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of 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.</p> | |
| Exclusions: Nil | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <p>Core Topics (60%)</p> <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion <p>Optional Components (40%)</p> <ul style="list-style-type: none"> • Students to select two options each from: • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation | <p>Core Topics (60%)</p> <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance <p>Optional Component (40%)</p> <ul style="list-style-type: none"> • Students to select two options each from: • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health |
| <p><u>Specific Course Requirements:</u> In addition to core studies, students select two options in each of the Preliminary and HSC courses. You need to have a keen interest in health issues in Australia and the variety of factors affecting the performance of athletes.</p> | <p><u>Personal Qualities</u> Students should be:</p> <ul style="list-style-type: none"> • Committed to learning at a high standard • Prepared for the demanding theoretical aspect of this course • Determined to achieve to the best of their ability |
| <p><u>Careers Opportunities</u> PD, Health, PE Teacher, Sports Administrator, Sports Coach, Nutritionist, Sports Scientist, Physiotherapist, and Sports Injuries Therapist, Personal Training, Podiatrist, Occupational Therapist, Osteopathy Practitioner, Nurse, OH&S Officer.</p> | |



| PHOTOGRAPHY, VIDEO & DIGITAL IMAGING | CREATIVE & PERFORMING ARTS | | | |
|---|---|---|-----|-------------|
| Course | Faculty | | | |
| <i>A Board Endorsed Course, which does NOT contribute towards the Australian Tertiary Admission Rank.</i> | | | | |
| <p>Course Description This course offers students the opportunity to explore artistic practices that make use of photography, video and digital imaging. The course offers opportunities for the students to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Students will investigate the ways in which these fields of artistic practice have adapted and evolved over time. This course allows students to:</p> <ul style="list-style-type: none"> Develop knowledge, skills and understanding, through the making of photographs and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. Increase visual awareness of their environment and the way visual representation can be created from this to communicate ideas and feelings. Develop an understanding of the methods photographers, filmmakers and designers use to build meaning. <ul style="list-style-type: none"> • Gain an understanding of careers involving photography, video and digital imaging. | | | | |
| <p>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p> | | | | |
| Proposed Topics Studied in Years 11 & 12 | | | | |
| <p>Main Topics Covered: Practical 70% - This course will allow students to work in one or more modules:</p> <ul style="list-style-type: none"> • Wet Photography – experiment with the sensitivity of light in photograms & pinhole cameras. • Video – investigate production and editing techniques to construct a film or video. • Digital Imaging – develop point of view, make use of compositional devices to enhance visual interest. <p>Critical / Historical Study 30% Students will:</p> <ul style="list-style-type: none"> • Interpret and explain photography, video and digital media practices. • Investigate the roles and relationships among concepts of the work, the artist / photographer / filmmaker / designer, the audiences and the world. • Explore ways in which new digital technologies have had a significant effect on the materiality of art (including photography and digital media). | | | | |
| <p>Specific Course Requirements:</p> <ul style="list-style-type: none"> • Flash Drive • A Subject Materials Contribution of \$60 per student. | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Prepared to work outside of school hours to complete required work. • Use of own time to study information given in class. Independent thinking and learning. | | | |
| <p>Careers Opportunities Photographer, Graphic Designer, Advertising Agent/Assistant, Film Designer, Desktop Publisher, Practicing Artist.</p> | | | | |
| | | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Fee</td> <td style="width: 50%; text-align: center;">\$70</td> </tr> </table> | Fee | \$70 |
| Fee | \$70 | | | |



| PHYSICS | | SCIENCE | |
|---|--|--|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p><u>Course Description</u> Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigate and influencing the future.</p> <p>The Preliminary course incorporates the study of;</p> <ul style="list-style-type: none"> • Motion in terms of scalar and vector quantities in two dimensions as well as quantitative measurements and calculation for distance, displacement, speed, velocity and acceleration • Newtons Laws of Motion, the law of conservation of momentum and energy • Waves and the transfer of energy by light and sound • Electric fields, circuits and thermodynamic principles <p>The HSC course incorporates the study of:</p> <ul style="list-style-type: none"> • Circular motion and motion in a gravitational field, in particular, the projectile motion of particles • Electric and magnetic interaction due to charged particles and currents • Properties of light and the implications of this evidence for modern world theories of physics in the contemporary world • The relationship between astronomical events and the nucleosynthesis of atoms | | | |
| Exclusions: Nil | | | |
| Modules Studied in Preliminary Course (Year 11) | | Modules Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism | | <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom | |
| <p><u>Specific Course Requirements:</u> A minimum of 35 hours of practical investigations including 15 hours of depth studies is compulsory in Year 11 & 12.</p> | | <p><u>Personal Qualities</u> Enjoy investigating and reporting on problems, Work safely, Persevere to solve complex problems <u>Desirable Knowledge</u> <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Working knowledge of Stage 5 Science • Ability to apply basic mathematical operations to finding relationships between variables in experiments. | |
| <p><u>Careers Opportunities</u> Geophysics Technician, Veterinarian, Medical Scientist, Mines Surveyor, Oceanographer, Teacher, Telecommunications Officer, Defence Force Personnel, Civil Engineer, Astronomer, Engineer, Electrician, Forensic Scientist, Physiotherapist, Optometrist, Audiologist, Laboratory technician, Building Surveyor, Telecommunications Technician, Radiographer, Pilot, Pharmacist.</p> | | | |
| | | Fee | \$20 |

Course: **Primary Industries** (240 indicative hours)
Board Developed Course Number: **26811**

2 or 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)

The **AHC20116 Certificate II in Agriculture** is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the **AHC Agriculture, Horticulture and Conservation and Land Management (Release 2.0) Training Package** (<https://training.gov.au/Training/Details/AHC>). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.

AHC20116 Certificate II in Agriculture

Units of Competency

| 3 Core | Units of Competency |
|---|---|
| AHCWRK209 Participate in environmentally sustainable work practices (HSC Mandatory) | AHCWRK205 Participate in workplace communications (GroupA) |
| AHCWHS201 Participate in work health and safety processes (HSC Mandatory) | AHCPMG201 Treat weeds (Group A) |
| AHCWRK204 Work effectively in the industry (HSC Mandatory) | AHCLSK204 Carry out regular livestock observation (Group A) |
| 15 Electives | AHCLSK205 Handle livestock using basic techniques (GroupA) |
| AHCCHM201 Apply chemicals under supervision (Group A)(HSC Mandatory) | AHCLSK209 Monitor water supplies(Group A) |
| AHCWRK201 Observe and report on weather (Group A) (HSC Mandatory) | AHCSOL202 Assist with soil or growing media sampling and testing(GroupB) |
| AHCLSK202 Care for health and welfare of livestock (Group A)(Stream Exam) | AHCNSY202 Care for nursery plants |
| AHCMOM202 Operate tractors (Group A) | AHCBIO201 Inspect and clean machinery for plant, animal and soil Material (Group A) |
| AHCINF202 Install, maintain and repair farm fencing (Group A) | AHCLSK211 Provide feed for livestock |
| | AHCLSK206 Identify and mark livestock (Animal options) |
| | AHCNSY201 Pot up plants |
| | AHCNSY203 Undertake propagation activities (Plant options) |

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.

Pathways to Industry

Skills gained in this course transfer to other occupations. Working in the agriculture industry involves:

The qualification enables individuals to select a livestock production, cropping or livestock context as a job focus or, in the case of mixed farming enterprises, both cropping and livestock.

Examples of occupations in the Agriculture industry

- Farm or station assistant
- Assistant Farm or station worker
- Assistant Farm or station laborer

Mandatory course requirements to attain an HSC credential in this course

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement over two years to practise and extend their learning.

Admission Requirements

To enrol in **AHC20116 Certificate II in Agriculture**, students should be interested in working in a agriculture environment. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities, and assignments.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.

Optional HSC examination for ATAR purposes

The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.

Course consumables: TBA by Windsor HS

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.

Exclusions: VET course exclusions can be confirmed with the school.



| SOCIETY & CULTURE | HSIE | |
|--|--|-------------|
| Course | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | |
| <p>Course Description Society & Culture is the study of life issues as they relate to people living in communities together. This course develops students’ knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. Students will develop their understanding of the interactions of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures including power, authority, identity, gender, technologies and globalisation are also central to this course. Students will develop the skills and understanding of research methodologies and undertake research in an area of particular interest to them.</p> | | |
| Exclusions: Nil | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • The Social and Cultural World (30%) • Personal and Social Identity (40%) • Intercultural Communication (30%) | <p>Core</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change (30%) • The Personal Interest Project (30%) • Depth Studies (40%) <p>Two to be chosen from:</p> <ul style="list-style-type: none"> • Popular Culture • Belief Systems • Inclusion and Exclusion • Social Conformity and Nonconformity | |
| <p>Specific Course Requirements: Students will be required to complete a Personal Interest Project (PIP). The research findings will be assessed externally and is worth 40% of the HSC examination mark.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • An interest in current issues influencing society such as the role of the media in our lives and the changing role of the family • Inquisitiveness • Interest in the formation of individual identity <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Investigative skills • An ability to express oneself in a verbal and written format | |
| <p>Careers Opportunities Public Relations Officer, Events and Functions Coordinator, Lawyer/Solicitor, Social Worker, Teacher, Youth Worker, Community Services Officer, Immigration Officer, Sociologist, Call Centre Operator, Statistician.</p> | | |
| | Fee | \$40 |



| SPORT, LIFESTYLE & RECREATION | | PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION | |
|--|--|---|-------------|
| Course | | Faculty | |
| A Board Endorsed Course, which does NOT contribute towards the Australian Tertiary Admission Rank. | | | |
| <p>Course Description Students will learn about the value of physical activity, movement and participation in a wide variety of sports and recreational pursuits. This course caters for a wide range of student needs. It can assist students in developing:</p> <ul style="list-style-type: none"> 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 the course it may be possible for students to acquire recognized qualifications in these areas. <p>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.</p> | | | |
| Exclusions: 2 unit x 2 year course – Students studying BDC PDHPE must not study CEC modules which duplicate PDHPE modules | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> Games and Sports Applications 1 Resistance Training Sports Coaching and Training | | <ul style="list-style-type: none"> Healthy Lifestyle Fitness First Aid and Sports Injuries Aquatics | |
| <p>Specific Course Requirements: Students must complete between 6 and 12 modules of the 15 modules on offer over 2 years</p> | | <p>Personal Qualities</p> <ul style="list-style-type: none"> Should be physically active Should have a desire to be physically fit Should have a desire to coach and/or train others <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> Students should have a keen interest in sport and physical activity Students should be actively involved in sports activities both at school and in weekendsport | |
| <p>Careers Opportunities Trainers in various sports, Coaching, Sports Administration, Teacher, Children’s Services, Occupational Therapy and Rehabilitation, Personal Training.</p> | | | |
| | | Fee | \$15 |



| TEXTILES & DESIGN | | HOME ECONOMICS | |
|--|--|--|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description</p> <p>The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.</p> | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%) | | <ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%) | |
| <p>Specific Course Requirements:</p> <p>In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work. In the HSC course, the major textiles project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.</p> | | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Creative thinking and ability to apply this in designing your major work • Managing available resources and time to meet deadlines • Ability to be artistic in creating a practical product • Ability to use new technologies and innovations effectively <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Junior Textiles, Visual Arts • Access to a sewing machine would be an advantage. | |
| <p>Careers Opportunities</p> <p>Designer, Retail Buyer, Interior Designer, Costume Maker, Tailor, Fashion Designer, Graphic Designer, Reporter, Sales Assistant, Dry Cleaner, Visual Merchandiser, Soft Furnishings Maker, Surgical Bootmaker, Accessories Designer.</p> | | | |
| | | Fee | \$80 |



| VISUAL ARTS | | CREATIVE & PERFORMING ARTS | |
|---|--|--|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description Visual Arts (VA) involves students in the practices of art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on VA courses in Stages 4 and 5, it also caters for students with more limited experience in VA.</p> | | | |
| <p>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p> | | | |
| <p style="text-align: center;">Proposed Topics Studied in Preliminary Course (Year 11)</p> | | <p style="text-align: center;">Proposed Topics Studied in HSC Course (Year 12)</p> | |
| <p>Learning opportunities focus on:</p> <ul style="list-style-type: none"> ☐ The nature of practice in art making, art criticism and art history through different investigations ☐ The role and function of artists, artworks, the world and audiences in the art world ☐ The different ways the visual arts may be interpreted and how students might develop their own informed points of view ☐ How students may develop meaning and focus of interest in their work ☐ Building understandings over time through various investigations and working in different forms. | | <p>Learning opportunities focus on:</p> <ul style="list-style-type: none"> • How students may develop their own practice of art making, art criticism, and art history, applied to selected areas of interest • 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 art world • How students may further develop meaning and focus in their work. | |
| <p>Specific Course Requirements:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Development of a Body of Work • A broad investigation of ideas in art criticism & art history <p>HSC Course</p> <ul style="list-style-type: none"> • Development of a body of work and use of a process diary • A minimum of five Case Studies (4–10 hours each) • Deeper and more complex investigations of ideas in art criticism and art history • Flash drive. | | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Prepared to work outside of school hours to complete required work • Use own time to study information given in class time. • Independent thinking and learning <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>) Studying Visual Arts, Photography and Visual Design in Years 9 and 10 would be an advantage.</p> | |
| <p>Careers Opportunities Graphic Designer, Advertising Agent/Assistant, Theatre and Film Designer, Interior Decorator/Designer, Architect, Practising Artist, Teacher, Landscape Architect, Desktop Publisher, Illustrator, Fashion Coordinator/Designer.</p> | | | |
| | | Fee | \$80 |



| VISUAL DESIGN | CREATIVE & PERFORMING ARTS | | | |
|---|---|--|-----|-------------|
| Course | Faculty | | | |
| <i>A Board Endorsed Course, which does NOT contribute towards the Australian Tertiary Admission Rank.</i> | | | | |
| <p><u>Course Description</u> This course provides students with the opportunities to explore the links between art and design, by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. Designed images and objects such as illustration, ceramics, jewellery, posters, publications, and packaging are explored. This course will allow students to:</p> <ul style="list-style-type: none"> • increase visual awareness of their environment and the way visual representations can be created from this to communicate ideas and feelings • develop an understanding of the methods visual designers use to build meanings • develop skills through the acquisition of the techniques of visual design • use visual design as a means of visual communications and a process to aid observation and analysis • gain an understanding of careers involving visual design | | | | |
| 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. | | | | |
| Proposed Topics Studied in Year 11 & 12 | | | | |
| <p>Main Topics Covered: Practical 70% - this course will allow students to work in one or more modules:</p> <ul style="list-style-type: none"> • Graphic Design: <ul style="list-style-type: none"> • Publications and information • Illustration and Cartooning • Wearable Design <ul style="list-style-type: none"> • Jewellery and Accessories • Product Design <ul style="list-style-type: none"> • Packaging | <p>Critical / Historical Study 30% students will:</p> <ul style="list-style-type: none"> • Interpret and explain design practices • Investigate the roles and relationships among concepts of designer, work, world, audience and consumer • Investigate works through different points of view • Explore ways in which histories and narratives are used to explain fields of design | | | |
| <p><u>Specific Course Requirements:</u></p> <ul style="list-style-type: none"> • Flash drive. • A Subject Materials Contribution of \$60.00 per student. | <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> • Prepared to work outside of school hours to complete required work • Use own time to study information given in class time. • Independent thinking and learning <p><u>Desirable Knowledge</u> (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>) Studying Visual Arts, Photography and Visual Design in Years 9 and 10 would be an advantage.</p> | | | |
| <p><u>Careers Opportunities</u> Visual Merchandiser, Photographer, Graphic Designer, Advertising Agent/Assistant, Theatre and Film Designer, Interior Decorator, Desktop Publisher, Illustrator, Fashion Coordinator/Designer.</p> | | | | |
| | | <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Fee</td> <td style="text-align: center; font-size: 24pt;">\$70</td> </tr> </table> | Fee | \$70 |
| Fee | \$70 | | | |

WHAT IS TAFE DELIVERED VOCATIONAL AND EDUCATIONAL TRAINING (TVET)?

While studying for your HSC, consider getting a head-start on your future career.

A TVET course is a great study option during Year 11 and/or 12 because they allow you to:

- complete NESA units that count towards your HSC
- gain practical skills to help you be job-ready
- experience an adult-learning environment
- start or complete a nationally recognised TAFE NSW qualification at the same time as you do your HSC
- choose from a wide range of courses that are not offered at school
- a cost effective pathway to TAFE NSW qualification



BOARD DEVELOPED COURSES – INDUSTRY CURRICULUM FRAMEWORK

These courses give you credit towards the HSC and may count towards an ATAR if you:

- complete a 240 hour course
- complete mandatory work placement
- complete the optional HSC exam (NESA)

| BOARD DEVELOPED COURSES | | | LOCATION | | | | | | | | | | | | | | | | | | | |
|---|----------|------|-----------|-----------------------------|--------------|--------------------|-------------------------|---------|----------|----------------------------|-------------------------|-----------|--------------|-----------|-----------|----------|-------------------|------------------|--------|---------|----------------|---|
| Course Description | Code | ATAR | Blacktown | Blue Mtns - Wentworth Falls | Mount Druitt | Nepean - Kingswood | Kingswood - School Park | Nirimba | Richmond | The Hills - Baulkham Hills | The Hills - Castle Hill | Bankstown | Campbelltown | Granville | Liverpool | Lidcombe | MBISC (Ingleburn) | Macquarie Fields | Miller | Padstow | Wetherill Park | |
| SOA – CII in Horticulture | AHC20416 | | | | | | | | | | | | ■ | | | | | | | | | ■ |
| SOA – CII in Horticulture* | AHC20416 | | | | | | | | ■ | | | | | | | | | | | | | ■ |
| CII in Horticulture (Landscape) | AHC20416 | ✓ | | | | | | | ■ | | | | | | | | | | | | | ■ |
| CI in Agriculture (Jillaroo/Jackeroo) | AHC20116 | ✓ | | | | | | | ■ | | | | | | | | | | | | | |
| CIII in Live Production and Services | CUA30415 | ✓ | | | | | | ■ | | | | | | | | | | | | | | |
| CIII in Health Services Assistance | HLT33115 | ✓ | | | | ■ | | | | ■ | | | | | | | | ■ | | | | ■ |
| CIII in Health Services Assistance - Specialisation | HLT33115 | ✓ | | | | ■ | | | | ■ | | | | | | | | ■ | | | | ■ |
| CIII in Individual Support (Ageing) | CHC33015 | ✓ | | | | | ■ | | | | | | | | | | | | | | | |
| CIII in Allied Health Assistance | HLT33015 | ✓ | | | | ■ | | | | | | | ■ | | | | | | | | | |
| SOA in Construction Skills | CPC20112 | ✓ | | | | | | ■ | | | | | | | | | | ■ | | ■ | | |
| CII in Construction | CPC20112 | ✓ | | | | | | ■ | | | ■ | | | | | | | ■ | | ■ | | |
| SOA – CII in Electrotechnology (Career Start) | UEE22011 | | | | | ■ | | | | | | | | ■ | | | | | | | | |
| CII in Electrotechnology (Career Start) (Electrician) | UEE22011 | ✓ | | | | ■ | | | | | | | | ■ | | | | | | | | |
| CI in Engineering (Focus on Fabrication) | MEM10105 | ✓ | | | | ■ | | | | | | | | ■ | | | | | | | | ■ |
| CI in Engineering (Welding and Technical) | MEM10105 | ✓ | | | | ■ | | | | | | | | ■ | | | | | | | | ■ |
| CI in Engineering (Fitting and Machining) | MEM10105 | ✓ | | | | ■ | | | | | | | | ■ | | | | | | | | ■ |
| SOA – CII in Automotive Vocational Preparation | AUR20716 | | | | | | | | | | | | | ■ | ■ | | | | | | | ■ |
| CII in Automotive Vocational Preparation | AUR20716 | ✓ | | ■ | ■ | | | | | | | | | ■ | | | | | | | | ■ |

| BOARD DEVELOPED COURSES | | | LOCATION | | | | | | | | | | | | | | | | | | | |
|--|----------|------|-----------|----------------------|-----------------------------|--------------|--------------------|--------------------------|---------|----------|----------------------------|-------------------------|-----------|--------------|-----------|-----------|----------|-------------------|------------------|--------|---------|---|
| Course Description | Code | ATAR | Blacktown | Blue Mtns - Katoomba | Blue Mtns – Wentworth Falls | Mount Druitt | Nepean - Kingswood | Kingswood – School based | Nirimba | Richmond | The Hills – Baulkham Hills | The Hills – Castle Hill | Bankstown | Campbelltown | Granville | Liverpool | Lidcombe | MBISC (Ingleburn) | Macquarie Fields | Miller | Padstow | |
| SOA – CII in Automotive Vocational Preparation (Motorcycle) | AUR20716 | | | | | ■ | | | | | | | | | | | | | | | | |
| CII in Automotive Vocational Preparation (Electrical Sound Systems) | AUR20716 | ✓ | | | | ■ | | | | | | | | | | | | | | | | |
| SOA – CII in Automotive Vocational Preparation (Paint and Panel) | AUR20716 | | | | | ■ | | | | | | | | ■ | | | | | | | | |
| SOA – CII in Automotive Vocational Preparation (Vehicle Detailing)* | AUR20716 | | | | | ■ | | | | | | | | ■ | | | | | | | | |
| CII in Automotive Vocational Preparation (Body Repair Technology) | AUR20716 | ✓ | | | | ■ | | | | | | | | ■ | | | | | | | | |
| SOA – CIII Business Administration | BSB30415 | | | | | | | | | | | | ■ | ■ | | | | | | | | |
| CIII in Business Administration | BSB30415 | ✓ | ■ | | | | ■ | | | | | | ■ | | | | | | | | | |
| CIII in Accounts Administration | FNS30317 | ✓ | ■ | | | | | | | | | | | | | ■ | | | | | | |
| CIII in Information, Digital Media & Technology (Networking and Hardware) | ICT30115 | ✓ | ■ | | ■ | ■ | | | | | | | | | ■ | | | | | | | |
| SOA - CIII in Information, Digital Media & Technology (Networking and Hardware) | ICT30115 | ✓ | | | | | | | | | | | | | ■ | | | | | | | |
| SOA - CIII in Information, Digital Media & Technology (Web and Software application) | ICT30115 | ✓ | | | | | ■ | | | | | | | | ■ | | | | | | | |
| SOA – CIII in Events | SIT30516 | | | | | | | | | | | | | | ■ | | | | | | | |
| CIII in Events | SIT30516 | ✓ | ■ | | | | ■ | | | | ■ | | ■ | ■ | | | | | | | | |
| SOA – CIII in Tourism (Travel) | SIT30116 | | | | | | | | | | | | | | ■ | | | | | | | |
| CIII in Tourism (Travel) | SIT30116 | ✓ | ■ | | | | | | | | | | | | ■ | | | | | | | |
| SOA - CII in Hospitality (Food and Beverage) | SIT20316 | | | | | | ■ | | | | ■ | | | ■ | | | | | | | | ■ |
| CII in Hospitality (Food and Beverage) | SIT20316 | ✓ | | | | | ■ | | | | ■ | | | ■ | | | | | | | | ■ |
| SOA - CII in Kitchen Operations | SIT20416 | | | | | | ■ | | | | ■ | | | ■ | | | | | | | | ■ |
| CII in Kitchen Operations | SIT20416 | ✓ | | | | | ■ | | | | ■ | | | ■ | | | | | | | | ■ |

BOARD ENDORSED COURSES

Endorsed by the NESA and can count towards the units for the Preliminary/HSC but do not contribute to an

Please note that course availability and their availabilities are subject to change. Contact your local TVET office to ensure your chosen course is running at the desired location.



TURN YOUR PASSION

INTO THE CAREER YOU LOVE

| | | | | | | | | | | | | | | | | | | |
|-----------|----------------------|-----------------------------|--------------|--------------------|--------------------------|---------|----------|----------------------------|-------------------------|-----------|--------------|-----------|-----------|----------|-------------------|------------------|--------|---------|
| Blacktown | Blue Mtns - Katoomba | Blue Mtns - Wentworth Falls | Mount Druitt | Nepean - Kingswood | Kingswood - School based | Nirimba | Richmond | The Hills - Baulkham Hills | The Hills - Castle Hill | Bankstown | Campbelltown | Granville | Liverpool | Lidcombe | MBISC (Ingleburn) | Macquarie Fields | Miller | Padstow |
|-----------|----------------------|-----------------------------|--------------|--------------------|--------------------------|---------|----------|----------------------------|-------------------------|-----------|--------------|-----------|-----------|----------|-------------------|------------------|--------|---------|

| BOARD ENDORSED COURSES | | LOCATION | | | | | | | | | | | | | | | | | | |
|--|----------|-----------|----------------------|-----------------------------|--------------|--------------------|--------------------------|---------|----------|----------------------------|-------------------------|-----------|--------------|-----------|-----------|----------|-------------------|------------------|--------|---------|
| Course Description | Code | Blacktown | Blue Mtns - Katoomba | Blue Mtns - Wentworth Falls | Mount Druitt | Nepean - Kingswood | Kingswood - School based | Nirimba | Richmond | The Hills - Baulkham Hills | The Hills - Castle Hill | Bankstown | Campbelltown | Granville | Liverpool | Lidcombe | MBISC (Ingleburn) | Macquarie Fields | Miller | Padstow |
| SOA – CII in Animal Studies (Companion Animals) | ACM20117 | | | | | | | | ■ | | | | ■ | | | | | | | |
| SOA – CII in Animal Studies (Captive Animals) | ACM20117 | | | | | | | | ■ | | | | | | | | | | | |
| CII in Animal Studies (Companion Animals) | ACM20117 | | | | | | | | ■ | | | ■ | ■ | | | | | | | |
| CII in Animal Studies (Captive Animals) | ACM20117 | | | | | | | | ■ | | | | | | | | | | | |
| SOA - CIII in Performance Horse | ACM30817 | | | | | | | | ■ | | | | | | | | | | | |
| SOA – CII in Applied Fashion Design and Technology | MST20616 | | | | | | | | | | | | | | | ■ | | | | |
| CIII in Design Fundamentals | CUA30715 | | ■ | | ■ | | | | | | | | | | | ■ | | | | |
| SOA – CIII in Design Fundamentals (Graphic Design) | CUA30715 | | ■ | | ■ | | | | | | | | ■ | | | | | | | |
| SOA – CIII in Design Fundamentals (Interior Design) | CUA30715 | | | | ■ | | | | | | | | | | | ■ | | | | |
| SOA – CIII in Design Fundamentals (Fashion Visualisation) | CUA30715 | | | | ■ | | | | | | | | | | | | | | | |
| CIII in Music Industry (Performance) | CUA30915 | | | | | | | ■ | | | | | | | | | | | | |
| CIII in Music Industry (Sound Production) | CUA30915 | | | | | | | ■ | | | | | | | | | | | ■ | |
| SOA – CIII in Screen and Media | CUA31015 | ■ | ■ | | ■ | | | | | | | | | | | | | | | |
| SOA – CIII in Screen and Media (Imaging and Video) | CUA31015 | | | | | | | | | | | | | | | | | | ■ | |
| SOA – CIII in Screen and Media (Games Animation & Digital Media) | CUA31015 | | | | ■ | | | | | | | | | ■ | | | | | | |
| SOA – CIII in Screen and Media (Games Animation & Digital Media) * | CUA31015 | | | | ■ | | | | | | | | | ■ | | | | | | |
| SOA – CIII in Visual Arts Digital Photography | CUA31115 | | ■ | | ■ | | | | | | | | | | | | | | | |
| SOA – CIII in Visual Arts (Ceramics and Printmaking) | CUA31115 | | | | ■ | | | | | | | | | | | | | | | |
| SOA – CIII in Visual Arts (Painting and Drawing) | CUA31115 | | ■ | | ■ | | | | | | | | | | | | | | | |
| CII in Aboriginal and Torres Strait Islander Cultural Arts | CUA20415 | | | | | | | | | | | | | ■ | | | | | | |
| SOA - CII in Aboriginal and Torres Strait Islander Cultural Arts | CUA20415 | | | | | | | | | | | | | ■ | | | | | | |
| CII in Community Services (Introduction 180 hrs) | CHC22015 | | | | | | ■ | | | | | | | | | | | | | |
| CII in Community Services | CHC22015 | | | | | | | ■ | | | | | ■ | | | | | | | ■ |
| CII in Community Services (Child Studies) | CHC22015 | | | | | | | | | | | ■ | ■ | | | | | | ■ | |
| CIII in Community Services (Child Studies) | CHC32015 | | | | | | | | | | | | ■ | | | | | | | |
| SOA – CIII in Early Childhood Education and Care | CHC30113 | | | | | ■ | | ■ | | | | | | | | | | | | |
| CIII in Early Childhood Education and Care | CHC30113 | | | | | | | ■ | | | | | | | | | | | | |
| SOA – CIII in Fitness | SIS30315 | | | | | ■ | | | | | | | | | | | | ■ | | |
| CIII Individual Support (Disability) | CHC33015 | | | | | ■ | | | | ■ | | | | | | | | | | |
| CII Outdoor Recreation | SIS20213 | | ■ | | | | | | | | ■ | | | | | | | | | |
| SOA – CII in Sport and Recreation | SIS20115 | | | | | ■ | | | | | | | | | | | | ■ | | |
| SOA – CIII in Plumbing | CPC32413 | | | | ■ | | | | | | | | | ■ | | | | | ■ | |

| |
|-----------------------------|
| Blacktown |
| Blue Mtns - Katoomba |
| Blue Mtns – Wentworth Falls |
| Mount Druitt |
| Nepean - Kingswood |
| Kingswood – School based |
| Nirimba |
| Richmond |
| The Hills – Baulkham Hills |
| The Hills – Castle Hill |
| Bankstown |
| Campbelltown |
| Granville |
| Liverpool |
| Lidcombe |
| MBISC (Ingleburn) |
| Macquarie Fields |
| Miller |
| Padstow |

| BOARD ENDORSED COURSES | | LOCATION | | | | | | | | | | | | | | | | | | | |
|---|----------|-----------|----------------------|-----------------------------|--------------|--------------------|--------------------------|---------|----------|----------------------------|-------------------------|-----------|--------------|-----------|-----------|----------|-------------------|------------------|--------|---------|---|
| Course Description | Code | Blacktown | Blue Mtns - Katoomba | Blue Mtns – Wentworth Falls | Mount Druitt | Nepean - Kingswood | Kingswood – School based | Nirimba | Richmond | The Hills – Baulkham Hills | The Hills – Castle Hill | Bankstown | Campbelltown | Granville | Liverpool | Lidcombe | MBISC (Ingleburn) | Macquarie Fields | Miller | Padstow | |
| CII in Engineering Pathways | MEM20413 | | | | ■ | | | | | | | | | | ■ | | | | | | ■ |
| CII in Furniture Making Pathways | MSF20516 | | | | | | | | | | | | | | | ■ | | | | | |
| SOA – CII in Floristry (Assistant) | SFL20115 | | | | | | | | ■ | | | | ■ | | | | | | | | |
| SOA – CII in Retail Services | SIR20216 | ■ | | | ■ | | | | ■ | | | | ■ | ■ | | | | | | | |
| SOA – CII in Retail Services* | SIR20216 | ■ | | | ■ | | | | ■ | | | ■ | ■ | | | | | | | | |
| SOA – CII in Warehousing Operations* | TLI21616 | | | | | | | | | | | | | | | | | | | | ■ |
| SOA – CII in Warehousing Operations | TLI21616 | | | | | | | | | | | | | | | | | | | | ■ |
| CII in Warehousing Operations | TLI21616 | | | | | | | | | | | | | | | | | | | | ■ |
| SOA - CIII in Aviation (Remote Pilot) | AVI30316 | | | | | ■ | | | | | | | | | | | | | | | |
| SOA – CIII in Real Estate Practice | CPP31519 | | | | | ■ | | | | | | ■ | | ■ | | | | | | | |
| SOA - CIII in Make-up (Hair, Beauty and Nails) | SHB30215 | | ■ | | ■ | ■ | | | | | | ■ | | ■ | | ■ | | | | | |
| SOA – CIII in Make-up (Hair, Beauty and Nails) | SHB30215 | | ■ | | ■ | ■ | | | | | | ■ | | ■ | | ■ | | | | | ■ |
| SOA – CIII in Make-up (Hair, Beauty and Nails)* | SHB30215 | | ■ | | ■ | ■ | | | | | | ■ | | ■ | | ■ | | | | | |
| CII in Salon Assistant | SHB20216 | | | | ■ | ■ | | | | | | ■ | | ■ | | ■ | | | | | |
| SOA - CII in Salon Assistant (Barbering) | SHB20216 | | | | | | | | | | | | | ■ | | | | | | | |
| SOA – CII in Baking | FBP20217 | | | | | ■ | | | | | | | ■ | | | | | | | | |
| SOA – CII in Baking* | FBP20217 | | | | | ■ | | | | | | | ■ | | | | | | | | |
| SOA - CIII in Laboratory Skills | MSL30118 | | | | | | | | | | | | ■ | ■ | | | | | | | |
| SOA - CII in Aeroskills | MEA20418 | | | | | | | | | | | | | | | | | | | | ■ |

Please note that courses and their availabilities are subject to change.
 Contact your local TVET office to ensure your chosen course is running at the desired location.

FOR MORE INFORMATION

Blacktown, Blue Mountains, Wentworth Fall, Mount Druitt, Kingswood, Kingswood – School based, Nirimba, Richmond, Baulkham Hills, Castle Hill, Bankstown, Campbelltown, Granville, Liverpool, Lidcombe, MBISC (Ingleburn), Macquarie Fields, Miller, Padstow, Wetherill Park E: westernsydneyhelpschools@tafensw.edu.au P: 9208 9253 or 9796 5461


GO FOR IT







Understanding the Codes

Subjects have different requirements – make sure that you know the requirements of the subject by using the following codes:

| Code | Meaning |
|---|---|
|  | This means that the course is a Board Developed Course (BOS). To qualify for a HSC you must complete at least 3 subjects that have  code. |
|  | This means that the course counts towards the attainment of an ATAR. To qualify for an ATAR you must pick at least 5 subjects that have  code. |
|  | This means that you will be expected to write essays, long extended responses and/or stories. You should be prepared to work at home and in your free periods on your ability to write in the context of the subject as well as remember all of the knowledge learnt in the subject. |
|  | This means that you will be expected to answer short answer questions, long extended responses and/or multiple choice questions using the knowledge learnt in class. You should be prepared to work at home and in your free periods on your ability to write in the context of the subject as well as remember all of the knowledge learnt in the subject. |
|  | This means that you will be expected to do difficult and complicated maths involving algebra and complicated calculations. You should be prepared to work at home and in your free periods on your ability to analyse and think logically in the context of the subject. |
|  | This means that you will be expected to create a project, product, dance, artwork or music composition. You should be prepared to work at home and in your free periods on your skills in preparing your project, product, dance, music or art work. You may be required to submit a portfolio demonstrating your skills and how you designed your project. |
|  | This means that you have to complete at least 2 weeks work placement outside of school. You will also have to meet competencies and demonstrate your skills in the course. You should be prepared to work at home and in your free periods on your competencies. |
|  | This means that you will have to complete an independent research project on a current issue. You must be prepared to survey people, interview people, gather data from the internet and other sources to write a report. This is called a PIP. |
|  | This means that you will have to complete practical activities such as sport and forms of artwork. There is also theory associated with sport, visual design or maths solutions. |
|  | The course has Life Skills outcomes or is suitable for those students who may have difficulty meeting mainstream outcomes. |

- To qualify for a HSC you must complete at least 3 subjects that have  code.
- To qualify for an ATAR you must pick at least 5 subjects that have  code.



| Courses offered at Richmond High School | | | | | |
|---|-------|-------|---------------------------------------|-------|-------|
| Subject | Units | Codes | Subject | Units | Code |
| English is MANDATORY for the HSC, so you must TICK ONE of the following 3 courses. | | | | | |
| English Advanced | 2 | ★🎓📘 | Food Technology | 2 | ★🎓❓📖 |
| English Standard | 2 | ★🎓📘📖 | Hospitality VET | 2 | ★🎓❓👤 |
| English Studies | 2 | ★ | Industrial Technology | 2 | ★🎓👤📖 |
| Now you must select 5 more subjects that add up to 10 units (or more) | | | | | |
| Agriculture | 2 | ★🎓❓ | Information Processes & Technology | 2 | ★🎓❓ |
| Ancient History | 2 | ★🎓📘❓📖 | Investigating Science | 2 | ★🎓📖📖 |
| Biology | 2 | ★🎓❓ | Legal Studies | 2 | ★🎓📘❓ |
| Business Services VET | 2 | ★🎓❓👤 | Advanced Mathematics | 2 | ★🎓📊 |
| Business Studies | 2 | ★🎓📘❓📊 | Standard Mathematics | 2 | ★🎓📊📖 |
| Ceramics | 2 | 👤🔆 | Mathematics Ext.1 | 1 | ★🎓📊 |
| Chemistry | 2 | ★🎓📊❓ | Modern History | 2 | ★🎓📘❓📖 |
| Community and Family Studies | 2 | ★🎓❓📖 | Music 1 | 2 | ★🎓👤❓ |
| Computer Applications | 2 | ❓ | PD/Health/PE | 2 | ★🎓❓📖 |
| Construction VET | 2 | ★🎓❓👤 | Photography, Video, & Digital Imaging | 2 | 🔆 |
| Dance | 2 | ★🎓👤📘📖 | Physics | 2 | ★🎓📊❓ |
| Drama | 2 | ★🎓👤📘📖 | Primary Industries VET@ | 2 | ★🎓❓👤 |
| Earth & Environmental Science | 2 | ★🎓❓ | Society and Culture | 2 | ★🎓📘❓📖 |
| Engineering Studies | 2 | ★🎓📊❓ | Sport Leisure & Recreation (SLR) | 2 | 🔆 |
| English Extension 1 | 1 | ★🎓📘 | Textiles & Design | 2 | ★🎓👤❓📖 |
| Entertainment VET@ | 2 | ★🎓❓👤 | Visual Arts | 2 | ★🎓👤📘📖 |
| Exploring Early Childhood | 2 | ❓ | Visual Design | 2 | 🔆 |

@ These are cluster offered VET subjects at Windsor HS on Monday or Wednesday afternoons.

HSC MINIMUM STANDARD

You need **reading, writing and maths skills for everyday life** after school. This why you are required to demonstrate a **minimum standard of literacy and numeracy** to receive the Higher School Certificate (HSC) from 2020.



To make sure you have the basics right, and show you meet the minimum standard, you need to pass short online tests of everyday reading, writing and maths skills.

- ✓ The tests will be available to take at school up to twice a year in Year 10, Year 11 or Year 12, and even after the HSC.
- ✓ Sample questions and answers are available online, as well as practice tests and advice from students who have completed the tests.
- ✓ Your school will help you decide when you are ready to take each test.
- ✓ You do not need to sit the reading, writing or numeracy online test(s) if you achieved Band 8 or above in the respective 2017 Year 9 NAPLAN test(s).

STUDENTS WITH DISABILITIES

Some students with disabilities will be eligible for extra provisions for the online tests, or an exemption. Talk to your teachers to determine whether you are eligible for provisions. A Disability Provisions, Exemptions and Appeals policy is available on the NESAs website.

MORE INFORMATION

Contact your school principal or visit educationstandards.nsw.edu.au/HSCminimumstandard

STAY UP TODATE

NSW Education Standards Authority



educationstandards.nsw.edu.au/HSCminimumstandard



@NewsAtNESA





NSW Students Online

10 to 12



<https://studentsonline.nesa.nsw.edu.au/>

As from 2016 RoSA credentials are provided to students electronically as a PDF via Students Online. If you have not done this already, please register for Students Online ASAP to update your personal details e.g. mobile number, email address.

Students Online is your source for information about your study from Year 10 to the HSC.

Find information about:

- your course enrolments
- your Year 10 and 11 grades and HSC marks (You are also able to generate an eRecord PDF of your results to date.)
- your personal HSC timetable
- your HSC assessment ranks
- how the HSC works, preparing for exams and more

Students Online is developed and delivered by NESA, (formerly known as the Board of Studies NSW / BOSTES).

Students Online is a service that allows you to view and change information held by NESA about your Year 10, Year 11 and HSC enrolment e.g. adding your mobile number and/ or adding your personal email address. To ensure security and confidentiality, a PIN is required in addition to your student number to access the site.



Click on 'activate your account now'

Activate your account

Year 10, 11 and 12 students in NSW are eligible for a Students Online account.

Have a pen ready or phone to record your log in details, which includes your NESA Student Number. You will need to submit your given name(s), family name, school and date-of-birth. You will then be emailed an activation link to the email that has been registered on NESA. Take note of the email address this link will be sent to. It could be your school or personal email account. You will need to create a six-digit PIN e.g. birthday 160696 or any six-digit number between 100000 and 999999 You must remember this.



STUDENTS ONLINE
for NSW students in Years 10 to 12

- HOME
- MY ACCOUNT
- HELP
- CONTACT US

Account activation

Thank you.

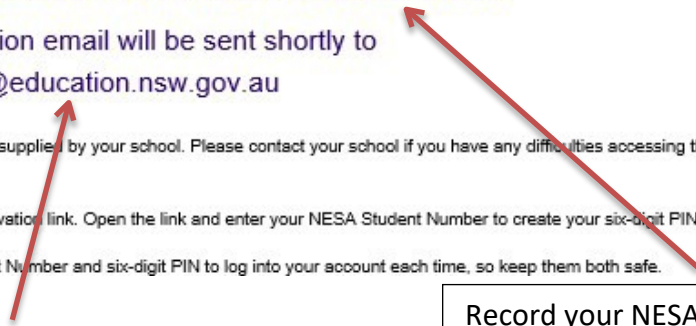
Your NESA Student Number is [REDACTED]

An account activation email will be sent shortly to [REDACTED]@education.nsw.gov.au

This email address has been supplied by your school. Please contact your school if you have any difficulties accessing this email account.

This email will contain an activation link. Open the link and enter your NESA Student Number to create your six-digit PIN.

You need your NESA Student Number and six-digit PIN to log into your account each time, so keep them both safe.



Then go to the indicated email address (this could be your DET or personal) open the link in your email and enter your NESA Student Number to create your six-digit PIN.

Record your NESA Student Number and keep it in a safe place



STUDENTS ONLINE
for NSW students in Years 10 to 12

- HOME
- MY ACCOUNT
- HELP
- CONTACT US

Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

What you need to know

2017 HSC students

- Your [personal HSC timetable](#) is available
- The [HSC 2017 Study Guide](#) is available online
- Read the latest [HSC 2017 Student News](#).

Year 11 (preliminary) students

Login

Login below or [activate your account now](#)

Student Number:

PIN:

LOG IN

[Trouble logging in?](#)
[Forgot your PIN?](#)
[Your security](#)



• Having trouble logging in?
• Forgot your pin?
• Can't remember if you created an account?
Click on one of these options
Or Contact NESA on 1300 13 83 23
Between 9.00 am to 5.00 pm, Monday to Friday.



If you cannot access your school email address or your personal details are incorrect in your account, please contact Mrs Cullen, Mr Gordon or the Careers Adviser, Ms Hyde.

If you have issues logging on, contact Mrs Cullen, Mr Gordon or Ms Hyde to check how your details are officially recorded, particularly your given name and email address. For example, if your full name is 'Maxwell Anthony Smith', the school may have supplied your 'Given Name(s)' to NESA as 'Maxwell Anthony', 'Maxwell', or even 'Max'.

You need your Student Number and your PIN to log in each time you want to access NSW Student Online.

**Year 10 – 2019 into Year 11 –
2020 Senior Subject Selection
Information Evening**

6pm – 8pm
Tuesday 30th July
2019 in the MPC

Find out about:

HSC Options
NESA requirements
Australian Tertiary Admissions
Rank Courses on offer for 2020
Vocational Education
including: School VET courses
TAFE courses
School
Based
Traineeships

View subject displays and talk to teachers
about subjects for the Preliminary and HSC
years.