

# STAGE 6 HANDBOOK



**Years 11 & 12**  
**2024 - 2025**

*An engaged community of learners that  
together build positive futures*

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## INTRODUCTION

This is your introduction to the Higher School Certificate (HSC) and the many options now available.

More information can be found at the NSW Education Standards Authority (NESA) online at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

### **What is the Higher School Certificate (HSC)?**

The Higher School Certificate is NSW's highest educational credential possible to achieve in secondary education. To be awarded the HSC you must complete Years 11 and 12 and satisfy all HSC course requirements.

### **What is the Record of School Achievement (RoSA)?**

The RoSA is a credential that shows your cumulative participation and achievement up until you leave school. You can only receive a RoSA if you leave school before completing your HSC but you must successfully complete year 10. If you are not eligible for a RoSA you may be eligible to receive a Transcript of Study.

## MESSAGE TO STUDENTS

You are advised to select your subjects carefully after reading this package thoroughly, talking to your teachers and discussing it with your parents. It is very unwise to choose a subject just because your friend has chosen it, or you like the teacher. A friend's interests and abilities may be quite different to your own and the teacher may not be the one taking your class next year.

## MESSAGE TO PARENTS

Parents have a pivotal role in the subject selection process as an adviser to their children.

Your child should be encouraged to seek as much information about the various subjects on offer as is possible and then discuss this with you as their parent. Guidance through the process should certainly be given by parents with an emphasis being placed on directing your child to subjects that reflect their interests and which are likely to develop their innate talents.

It is best you discourage them following a friend into a subject that is obviously unsuitable as this may lead to disappointment at a later stage.

## WHAT ARE THE REQUIREMENTS FOR THE HSC?

### If you wish to be awarded the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- complete the **HSC: All My Own Work** program
- satisfactorily complete courses in the pattern of study detailed below
- sit for and make a serious attempt at the required HSC examination
- meet the HSC minimum standard of literacy and numeracy

### Certain patterns of study and course requirements apply

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least **12 units**
- an HSC pattern of study that includes at least **10 units**

Both patterns of study must include at least:

- 6 units from Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 units value or greater (either Board Developed or Board Endorsed)
- 4 subjects

## ATAR course categories

### Removal of ATAR course categories

From 2025, any course that schools offer with an HSC exam can count towards the calculation of the ATAR.

This categorisation change is a university measure, not a school-based or NESA policy. Schools retain oversight and responsibility for their school's subject offerings.

This reform will:

- improve student choice, with more students able to select a course of study that recognises a breadth of applied and academic learning
- strengthen the value and recognition of VET
- reduce the barriers of HSC VET examination.

### What is changing?

Students can undertake English Studies, Mathematics Standard 1 AND pursue more [VET pathways](#) while having the option of an ATAR pathway into university.

The ATAR will continue to be calculated on 2 units of English, plus the 8 best units.

## WHAT TYPES OF HSC COURSES CAN I CHOOSE?

**Board Developed Courses** are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR.

**Board Endorsed Courses** are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not count towards the calculation of your ATAR.

**Vocational Education and Training (VET) Courses** – VET courses can be studied either at school or through TAFE NSW and other training providers. At Eagle Vale HS we offer a number of VET courses, each with varying requirements, including hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

### **Life Skills Courses as part of a Special Program of Study**

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

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the HSC. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course. Life Skills courses do not count towards the ATAR.

## WHAT ARE UNITS?

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 units. 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. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours per week (approximately 120 hours per year)  
= 100 marks

## VOCATIONAL EDUCATION & TRAINING (VET) COURSES

The role vocational education and training (VET) courses play in helping students prepare for further education, training, employment and lifelong learning is widely recognised by key stakeholders in education.

Students in NSW have the option of studying VET courses at school or through TAFE NSW or other training providers.

NESA package and endorse courses based on qualifications from national Training Packages or accredited courses.

VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration.

For NSW school students in Years 9–12 VET is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification ([Certificate or Statement of Attainment](#)).

Some VET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

### Industry Curriculum Frameworks

Courses within Industry Curriculum Frameworks (Frameworks) count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their ATAR.

At Eagle Vale HS we offer the following frameworks:

- Construction
- Entertainment
- Hospitality
- Retail Services

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

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 they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

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

## YEAR 11 COURSES ON OFFER for 2024

KEY LEARNING AREAS	BOARD DEVELOPED	BOARD ENDORSED
<b>English</b>	<ul style="list-style-type: none"> <li>English (Advanced) 2Unit</li> <li>English (Standard) 2Unit</li> <li>English (Studies) 2Unit</li> </ul>	
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Mathematics (Advanced) 2Unit</li> <li>Mathematics (Standard) 2Unit</li> <li>Mathematics (Standard 1) Y12</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>Biology 2Unit</li> <li>Chemistry</li> <li>Investigating Science</li> </ul>	
<b>Human Society and its Environment (HSIE)</b>	<ul style="list-style-type: none"> <li>Business Studies 2Unit</li> <li>Geography 2Unit</li> <li>Legal Studies 2 Unit</li> <li>Modern History 2Unit</li> </ul>	<ul style="list-style-type: none"> <li>Work Studies</li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>Spanish Beginners</li> </ul>	
<b>Creative Arts</b>	<ul style="list-style-type: none"> <li>Drama 2Unit</li> <li>Music 1 2Unit</li> <li>Visual Arts 2Unit</li> </ul>	<ul style="list-style-type: none"> <li>Photography, Video &amp; Digital Imaging 2Unit</li> </ul>
<b>Personal Development, Health and Physical Education (PDHPE)</b>	<ul style="list-style-type: none"> <li>Community &amp; Family Studies 2Unit</li> <li>PDHPE 2Unit</li> </ul>	<ul style="list-style-type: none"> <li>Exploring Early Childhood 2Unit</li> <li>Sport, Lifestyle &amp; Recreation (SLR) 2Unit</li> </ul>
<b>Technological &amp; Applied Sciences</b>	<ul style="list-style-type: none"> <li>Design &amp; Technology 2Unit</li> <li>Industrial Technology – Timber 2U</li> </ul>	
<b>Vocational Education and Training (VET)</b>	<ul style="list-style-type: none"> <li>Construction</li> <li>Entertainment</li> <li>Hospitality</li> <li>Retail Services</li> </ul>	

### NOTES:

1. The *offer* of a course is NOT a guarantee that it will run.
2. Students MUST have their USI *before* starting any VET courses.
3. The list of subjects that will run in 2024 will be finalised following the subject selection process.



**COURSE: ENGLISH ADVANCED****Fees: Nil****2 units for Year 11 and Year 12****Board Developed Course****Course Description**

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

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, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

**Year 11 Course Content****Common Module:** Reading to Write (40 hours)**Module A:** Narratives that Shape our World (40 hours)**Module B:** Critical Study of Literature (40 hours)**Year 11 Text Requirements**

- Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- The Year 11 course requires students to support their study of texts with their own wide reading.

**Year 12 Course Content****Common Module:** Texts and Human Experiences (30 hours)**Module A:** Textual Conversations (30 hours)**Module B:** Critical Study of Literature (30 hours)**Module C:** The Craft of Writing (30 hours – studied concurrently with the Common Module and Module B)**Year 12 Text Requirements**

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

- Shakespearean drama
- prose fiction
- poetry OR drama

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

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

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

## School Based Assessment requirements for both Year 11 and Year 12

Component	Weighting
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

### Year 11

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.

### Year 12

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- *Module C – The Craft of Writing* must be assessed with a total weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.

### HSC Course External Assessment

The examination will consist of two written examination papers worth 100 marks.

**Paper 1: Common Module** The time allowed is 1 hour and 30 minutes plus 10 minutes reading time

**Paper 2: Modules** The time allowed is 2 hours plus 5 minutes reading time

**COURSE: ENGLISH STANDARD****Fees: Nil****2 units for Year 11 and Year 12****Board Developed Course****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. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

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

**Year 11 Course Content**

Common Module: Reading to Write – transition to senior English (40 hours)

Module A: Contemporary Possibilities (40 hours)

Module B: Close Study of Literature (40 hours)

**Year 11 Text Requirements**

- Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.)
- Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
- Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- The Year 11 course requires students to support the study of texts with their own wide reading.

**Year 12 Course Content**

Common Module: Texts and Human Experiences (30 hours)

Module A: Language, Identity and Culture (30 hours)

Module B: Close Study of Literature (30 hours – studied concurrently with the Common Module and Module B)

**Year 12 Text Requirements**

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

- prose fiction
- poetry **OR** drama
- film **OR** media **OR** nonfiction

The selection of texts for *Module C: The Craft of Writing* does not contribute to the required pattern of prescribed texts for the course.

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

**School Based Assessment requirements for both Year 11 and Year 12**

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

**Year 11**

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.

**Year 12**

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- *Module C – The Craft of Writing* must be assessed with a total weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.

**HSC Course External Assessment**

The examination will consist of two written examination papers worth 100 marks.

**Paper 1: Common Module** The time allowed is 1 hour and 30 minutes plus 10 minutes reading time

**Paper 2: Modules** The time allowed is 2 hours plus 5 minutes reading time

**COURSE: ENGLISH STUDIES****Fees: Nil****2 units for Year 11 and Year 12****Board Developed Course****Course Description**

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. 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 offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.

In **both Year 11 and Year 12** students are required to:

- read, view, listen to and compose a **wide range of texts** including print and multimodal text
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series).

**Additional Requirements**

In both Year 11 and Year 12 students are **required** to:

- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

**Year 11 Course Content**

- Mandatory module: *Achieving through English – English in education, work and community* (30 -40 hours)
- Students study 2-4 additional modules based on student needs and interests (20-40 hours each)  
Elective modules may include:  
*Module E: Playing the Game – English in sport*  
*Module F: MiTunes and text – English and the language of song*

**HSC Course Content**

- The HSC content consists of one common module Texts and Human Experiences (30 hours) which is also common to the Standard and Advanced courses.
- Students study 2-4 additional modules based on student needs and interests (20-45 hours each)  
Elective modules may include:  
*Module A: We are Australians – English citizenship, community and cultural identity,*  
*Module G: Local Heroes – English and community life*  
*Module F: Part of a Family – English and family life*

**Across Stage 6** the selection of texts must give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

## School Based Assessment requirements for both Year 11 and Year 12

Component	Weighting
Knowledge and understanding of course content	50%
Skills in:	50%
comprehending texts	
communicating ideas	
using language accurately, appropriately and effectively	

The **Year 11 formal school-based** assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.

The **Year 12 formal school-based** assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- assessment of the Common Module must integrate teacher or student selected related material.
- only one task may be a formal written examination with a maximum weighting of 20%

## HSC Course External Assessment

The examination will consist of one written examination paper worth 70 marks in total. The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.

The paper will consist of four sections

**Section I and II:** Common Module

**Section III:** Elective modules

**Section IV:** Writing skills

Please note – English Studies external examination is **OPTIONAL**, and if completed, will contribute to the award of ATAR

## COURSE: MATHEMATICS ADVANCED

Fees: Nil

2 units for Year 11 and Year 12

Board Developed Course

### Prerequisites:

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis

and at least some of the content from the following substrands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes.

The Mathematics Advanced course is a **calculus based** course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

### Year 11:

Topic: Functions

- Working with Functions

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

### Year 12

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

## COURSE: MATHEMATICS STANDARD

Fees: Nil

2 units for Year 11

Board Developed Course

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

Students studying the Mathematics Standard 1 course in Year 12 may elect to undertake an optional HSC examination. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks.

The Topics and Subtopics are:

### Year 11

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

### Year 12

In Year 12 students will choose from two streams:

1. Mathematics Standard 1:  
Mathematics Standard 1 students will complete 4 assessments including a final examination and have the option to complete the HSC examination if required for further study
2. Mathematics Standard 2:  
Mathematics Standard 2 mandatory HSC examination



**COURSE: BIOLOGY****Fees: NIL****2 units for Year 11 and Year 12****Board Developed Course****Course Description**

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

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

**Year 11 Modules**

Module 1: Cells as the Basis of Life

Module 2: Organisation of Living Things

Module 3: Biological Diversity

Module 4: Ecosystem Dynamics

**Year 12 Modules**

Module 5: Heredity

Module 6: Genetic Change

Module 7: Infectious Disease

Module 8: Non-infectious Disease and Disorders

**Particular Course Requirements**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

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

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

**COURSE: CHEMISTRY****2 units for Year 11 and Year 12****Board Developed Course****Course Description:**

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

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

**Year 11 modules:**

Module 1: Properties and Structure of Matter

Module 2: Introduction to Quantitative Chemistry

Module 3: Reactive Chemistry

Module 4: Drivers of Reactions

**Year 12 modules:**

Module 5: Equilibrium and Acid Reactions

Module 6: Acid/base Reactions

Module 7: Organic Chemistry

Module 8: Applying Chemical Ideas

**Particular Course Requirements:**

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

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

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

**COURSE: INVESTIGATING SCIENCE****Fees: Nil****2 units for Year 11 and Year 12****Board Developed Course****Course Description**

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Student will develop skills in:

- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing data and information
- Analysing data and information
- Problem solving
- Communicating

**Year 11 Modules**

Module 1: Cause and effect – Observing

Module 2: Cause and effect – Inferences and Generalisations

Module 3: Scientific Model

Module 4: Theories and Laws

**Year 12 Modules**

Module 5: Scientific Investigations

Module 6: Technologies

Module 7: Fact or Fallacy

Module 8: Science and Society

**Particular Course Requirements:**

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

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

**COURSE: BUSINESS STUDIES**

**Fees: Nil**

**2 units for Year 11 and Year 12**

**Board Developed Course**

**Course Description:**

Year 11 Business Studies investigate the role of businesses in society. Students examine the different types of management and are introduced to the 4 function areas of operations, finance, marketing and human resources. Students apply their knowledge to hypothetical business situations and real-life scenarios.

Year 12 Business Studies provides students with the opportunity to investigate in detail the 4 key function areas. Specifically, students examine the role, influences, processes, and strategies of each area. Students apply their knowledge to hypothetical business situations and real-life scenarios.

In both years, students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

**Main Topics Covered:**

**Year 11 Course structure (120 indicative hours)**

	Indicative Hrs	% of course time
• Nature of Business	24	20
• Business management	48	40
• Business planning	48	40

• Nature of Business	24	20
• Business management	48	40
• Business planning	48	40

**Year 12 Course structure (120 indicative hours)**

	Indicative Hrs	% of course time
• Operations	30	25
• Marketing	30	25
• Finance	30	25
• Human resources.	30	25

• Operations	30	25
• Marketing	30	25
• Finance	30	25
• Human resources.	30	25

**Particular Course Requirements:**

In the Year 11 course there is a compulsory research project which requires students to write a business plan for a small hypothetical business.

**COURSE: GEOGRAPHY****Fees: Nil****2 units for Year 11 and Year 12****Board Developed Course****Course Description**

Through a combination of theory, independent research, fieldwork and the application of tools and skills, Stage 6 Geography provides students with an informed perspective across a two-year course of study. This is achieved through a range of scales, including location, regional, national and global scales. Students develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

**Year 11 Course Content**

- Earth's Natural Systems
- People, Patterns and Processes
- Human-environment Interactions
- Geographical Investigation

**Year 12 Course Content**

- Global sustainability
- Rural and urban places
- Ecosystems and global biodiversity

**Course Requirements**

Geographical skills are a key component of this subject. Alongside theoretical knowledge, students actively engage in developing a deep understanding of the application of a variety of skills. Students will need a calculator, ruler and protractor.

Students are required to complete approximately 12 hours each year of **mandatory** fieldwork. The completion of fieldwork will allow students to consolidate their theory learning in a practical manner.

**COURSE: LEGAL STUDIES****Fees: Nil****2 units for Year 11 and Year 12****Board Developed Course****Course Description**

Legal Studies gives students the opportunity to understand how laws are generated domestically and internationally. Through examining how the law operates within society, students examine the need for law reform and investigate current examples from a range of perspectives. Students develop their ability to critically assess the effectiveness of how legal systems respond to issues in society. Students are provided with opportunities to experience the law in action through site visits to courts.

**Year 11 Course Content**

- The Legal System – students examine the structure of the international and domestic legal systems, and the role of law in society.
- The Individual and the Law – students develop an understanding of their rights and responsibilities under the law, and the effectiveness of the law in responding to technology developments.
- Law in Practice – students examine two contemporary law issues from a variety of perspectives.

**Year 12 Course Content**

- Core topic: Crime – students delve into the types of crimes, defenses and punishments available
- Core topic : Human Rights – what human rights do we have and how are they promote and protected
- Two option topics, possibilities include: Family Shelter, World Order, consumers and Indigenous Peoples

**COURSE: MODERN HISTORY****Fees: Nil****2 units for Year 11 and Year 12****Board Developed Course****Course Description**

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of Modern History. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of Power and Authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

**Year 11 Course Content**

- Investigating Modern History – Students investigate how history is constructed through interpretations, perspectives and sources. Possible topics include: The Assassination of JFK, The Moon Landing.
- Historical Investigation – Students develop their own historical question and find their answer based on sources and research.
- The Shaping of the Modern World – students delve into events and people that shaped the development of the modern world. Two case studies of 'The Shaping of the Modern World' is to be undertaken.

**HSC Course Content**

- Core Study: Power and Authority in the Modern World 1919–1946. Students examine the Nazi Regime
- One 'National Studies'. Possible topics include: Russia, USA and China
- One 'Peace and Conflict'. Possible topics include: Conflict in the Pacific, Conflict in the Gulf
- One 'Change in the Modern World'. Possible topics include: The Apartheid in South Africa, The Nuclear Age

**COURSE: WORK STUDIES****Fees: Nil****2 units****Board Endorsed Course****Course Description**

The *Work Studies Content Endorsed Course (CEC)* syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the *Work Studies* syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts with the opportunity to undertake work experience in practical setting. The stage 6 Work Studies CEC is an ideal course for students who may want a non-ATAR pattern of study. The Preliminary course focuses on the Core Module and other elective modules. HSC course focuses on more elective modules.

**Main Topics Covered:**

<b>Year 11 Course structure (120 indicative hours)</b>	<b>Indicative Hrs</b>
• My Working Life	35
• Preparing Job Applications	35
• Personal Finance	35

  

<b>Year 12 Course structure (120 indicative hours)</b>	<b>Indicative Hrs</b>
• Workplace Communication	35
• Workplace Issues	35
• Managing Work and Life Commitments	35
• Team Enterprise Project	20
• Teamwork and Enterprise Project	15



## COURSE: SPANISH BEGINNERS

Fees: Nil

2 units for Year 11 and Year 12

Board Developed Course

### Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Spanish. Topics studied through two interdependent perspectives, the personal world and the Spanish-speaking communities, provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of Spanish will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Spanish-speaking communities through the study of a range of texts.

### Topics covered

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

### The components and weightings

Listening 30%

Reading 30%

Speaking 20%

Writing 20%

### HSC Examination Specifications

#### Written Paper (80 marks)

**Listening** – candidates will be required to demonstrate their understanding of a spoken text

**Reading** – candidates will be required to demonstrate their understanding of a written text

**Writing** – candidates will be required to demonstrate their understanding of responding to short answer questions in Spanish.

#### Oral Examination (20 marks)

The oral examination will consist of a conversation between the candidate and the examiner. In the conversation, the candidate will respond to the examiner's questions, which will relate to the prescribed syllabus topics from their perspective of the personal world.

## COURSE: DRAMA

Fees: \$40.00 / year

2 units for Year 11 and Year 12

Board Developed Course

### Course Description

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

#### Year 11 Content:

Comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from both practical and theoretical experiences in each of these areas.

#### Year 12 Content:

Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The Group Performance of between three and six students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

#### Year 11 Course

- Improvisation, Playbuilding and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

#### HSC Course

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

### Particular Course Requirements

The Year 11 course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

<b>Assessment HSC course only:</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Group Presentation (Core)	30	Making	40
Individual Project	30	Performance	30
		Critically Studying	30
A one and a half hour written Examination comprising two compulsory sections:			
<ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core)</li> <li>• Studies in Drama and Theatre</li> </ul>	40		
	100		100

## COURSE: MUSIC 1

Fees: \$30.00

2 units for Year 11 and Year 12

Board Developed Course

### Course Description

In the Year 11 and Year 12 courses, students will study: the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### Main Topics Covered:

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.

### Particular Course Requirements

#### Year 12 Course:

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

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.

### HSC course only - Assessment

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	10	Core performance	10
A 45 minute – one hour aural exam	30	Core composition	10
Electives:		Core musicology	10
Three electives from any combination of:		Core aural	25
Performance (one piece)		Elective 1	15
Composition (one submitted composition)		Elective 2	15
Musicology (one <i>viva voce</i> )		Elective 3	15
• Elective 1	20		
• Elective 2	20		
• Elective 3	20		
	100		100

# CREATIVE & PERFORMING ARTS

## COURSE: VISUAL ARTS

Fees: \$40.00 Year 11  
\$40.00 Year 12 + materials

2 units for Year 11 and Year 12

Board Developed Course

### Course Description

Students will be involved in a creative process where they have the opportunity to a variety of artmaking techniques.

### Main Topics Covered:

Year 11 Course learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the 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 and interest in their work
- Building understandings over time through various investigations and working in different forms.

Some topics may include: Art @ War, Postmodernism and the Figure in Art.

Year 12 Course learning opportunities focus on:

- How students may develop their own practice of artmaking, 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.

### Particular Course Requirements

#### Year 11 Course:

- Artworks in at least two expressive forms and use of a visual arts process diary (VAPD)
- a broad investigation of ideas in art criticism and art history

#### Year 12 Course:

- development of a body of work and use of a visual arts process diary (VAPD)
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

Assessment : HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 1½ hour written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

## COURSE: PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

Fees: \$50.00 / year

2 units for Year 11 and Year 12

Board Endorsed Course

### Course Delivery

For the Year 11 course:

- 60 indicative hours are required to complete this course.

For the Year 12 course:

- 60 indicative hours are required to complete this course.

### Course Description

Photography and its products are an integral part of our lives. We:

- view significant events in snapshots and on the television news;
- study pictures that figure prominently in newspapers and holiday brochures;
- see satellite photographs of cloud cover on television weather reports;
- know the surface of Mars and the moons of Jupiter from computer-enhanced images transmitted across space;
- take x-ray photographs of our interiors to a doctor for interpretation;
- use photocopiers and fax machines as standard office equipment.

This course in Photography will allow students to:

- increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings;
- develop an understanding of the methods photographers use to build meanings;
- develop skills through the acquisition of the techniques of photography;
- use photography as a means of visual communications and a process to aid observation and analysis;
- gain an understanding of careers involving photography.

## COURSE: COMMUNITY & FAMILY STUDIES

Fees: Nil

2 units for Year 11 and Year 12

Board Developed Course

### Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

### Year 11 Course

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

### Year 12 Course

- Research Methodology – Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)
- Groups in Context - The needs of specific community groups. (Indicative course time: 25%)
- Parenting and Caring – Individuals and groups who adopt roles of parenting and caring in contemporary society. (Indicative course time: 25%).

### HSC Option Modules (25%)

- Family & Societal Interactions – Government and community structures that support and protect family members throughout their lifespan  
OR
- Social Impact of Technology – the impact of evolving technologies on individuals and lifestyle  
(indicative course time 25%)  
OR
- Individuals and Work - Contemporary issues confronting individuals as they manage roles within both their family and work environments.

As part of the HSC, students are required to complete an Independent Research Project (IRP). The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

## COURSE: EXPLORING EARLY CHILDHOOD

Fees: Nil

2 units for Year 11 and Year 12

Board Endorsed Course

### Course Delivery

For the Year 11 course:

- 120 indicative hours are required to complete this course.

For the Year 12 course:

- 120 indicative hours are required to complete this course.

### Course Description

Our society acknowledges childhood as a unique and intense period for growth, development and learning. When members of society are provided with knowledge about childhood development, they will then be able to support and encourage this development when interacting with children.

The study of Exploring Early Childhood will support students in developing a commitment to, and capacity for, lifelong learning in this area. The course offers initial learning experiences that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

### Main Topics Covered:

#### Year 11 Course

Core studies: The core studies are compulsory. There are three parts to the core:

Part A: Pregnancy and Childbirth (15 hrs)

Part B: Child Growth and Development (20 hrs)

Part C: Promoting Positive Behaviour (10 hrs)

#### Year 11 & HSC Course is delivered via Modules

The optional modules can each occupy 15-30 hours (indicative time) of study, depending on student interest, teacher expertise, available resources and intended depth of treatment.

The following optional course modules are examples of topics that may be studied:

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



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

The Study of Exploring Early Childhood leads to multiple further study and employment opportunities. Students are able to continue their study at TAFE in Early Childhood with a view to gaining employment in the Child Care Industry as a primary care assistant, director or manager of a Child Care Establishment. Students can also use this course to pursue a University degree in Early Childhood Management and Early Childhood Education.

## COURSE: PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Fees: Nil

2 units for Year 11 and Year 12

Board Developed Course

### Course Description

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

In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

### Main Topics Covered:

#### Year 11 Course

Core Topics (60%)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Optional Components (40%)

Students select two of the following options:

- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

#### Year 12 Course

Core Topics (60%)

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Optional Component (40%)

Students select two of the following options:

- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

### Particular Course Requirements

In addition to core studies, students select two options in each of the Preliminary and HSC courses

## COURSE: SPORT, LIFESTYLE & RECREATION

Fees: Nil

2 units for Year 11 and Year 12

Board Endorsed Course

### Course Delivery

For the Year 11 course:

- 120 indicative hours are required to complete this course.

For the Year 12 course:

- 120 indicative hours are required to complete this course.

### Course Description

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

### What students learn

Through the study of Sport, Lifestyle and Recreations course, students learn to develop: knowledge and understanding of the factors that influence health and participation in physical activity  
knowledge and understanding of the principles that affect quality of performance  
an ability to analyse and implement strategies to promote health, physical activity and enhanced performance  
a capacity to influence the participation and performance of self and others  
a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:

- ❖ Aquatics
- ❖ Athletics
- ❖ Dance
- ❖ First Aid and Sports Injuries
- ❖ Fitness
- ❖ Games and Sports Applications
- ❖ Gymnastics
- ❖ Healthy Lifestyle Individual
- ❖ Games and Sports Applications
- ❖ Outdoor Recreation
- ❖ Resistance Training
- ❖ Social Perspectives of Games and Sport
- ❖ Sports Administration
- ❖ Sports Coaching and Training

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

Students selecting this course should be interested in sport with a desire to explore the working and functioning of the human body. This course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education, physical education, nursing, occupational health, physiotherapy.

## COURSE: DESIGN AND TECHNOLOGY

Fees: \$30.00 Year 11

\$30.00 Year 12 + Materials

2 Unit for Year 11 and Year 12

### Course description

Students study design processes, design theory and factors in relation to design projects.

### Main Topics Covered

#### Preliminary course

Preliminary course students study designing and producing, which includes the completion of at least two design projects. Designing and producing includes the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, and tools and techniques.

#### HSC course

HSC course students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project and folio. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

### Particular course requirements

Preliminary course students must participate in hands-on practical activities. In the HSC course, the studies of designing and producing (from the Preliminary course) are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

### Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
<ul style="list-style-type: none"> <li>Section I: The examination consists of a written paper with questions based on innovation and emerging technologies, and designing and producing. These will provide opportunities for students to make reference to the Major Design Project and the case study.</li> </ul>	40	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> <li>Knowledge and skills in designing, managing, producing and evaluating a major design project</li> </ul>	40
<ul style="list-style-type: none"> <li>Section II: Major Design Project. This will include submission of:                             <ul style="list-style-type: none"> <li>A folio documenting the project proposal and project management, project development and realisation and project evaluation.</li> <li>A product system or environment.</li> </ul> </li> </ul>	60		60
	100		100

**COURSE: INDUSTRIAL TECHNOLOGY - TIMBER**

**Fees: \$40.00 Year 11**

**\$40.00 Year 12 + Materials**

**2 units for Year 11 and Year 12**

**Board Endorsed Course**

## **Course Description**

Industrial Technology Stage 6 consists of project work and 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. At Covenant, the focus area of this course is Timber Products and Furniture.

## **Main topics covered**

### **Year 11 Course**

In the Preliminary course, students must design, develop and construct a number of projects including at least one group project. Each project must include a management portfolio. Students will also undertake the study of an individual business within the industry. The following sections are taught in relation to the Timber Products and Furniture focus area:

- Materials, Hardware, Processes, Industry Terms, Tools, Machinery, Timber Joints, Turning, and Finishing.
- Industry Study, Design, Management and communication, Production, and Industry Related Manufacturing Technology.

### **HSC Course**

In the HSC course, students must design, develop and construct a major design project with a management portfolio. They will also undertake a study of the overall industry related to the specific focus area.

- Materials, hardware, processes, industry terms, tools, machinery, timber joints, timber conversion, manufactured boards, fittings, finishing.
- Industry study, design, management and communication, production, and industry-related manufacturing technology.

## COURSE: CREATIVE ARTS LIFE SKILLS

Fees: NIL

2 units for Year 11 and Year 12

Board Developed Course

Course number(s):

- 16650 Creative Arts Life Skills (2 units – Preliminary)
- 16650 Creative Arts Life Skills (2 units – HSC)

**Prerequisites:** A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10, except under special circumstances.

**Eligibility:** Life Skills Eligibility

### Course description

The Creative Arts Life Skills Stage 6 course allows teachers to develop a program of study that draws from two or more courses across the artforms.

The Creative Arts Life Skills Stage 6 course focuses on the development of an awareness and understanding of dance, drama, music and visual arts. Students are provided with the opportunity to engage in a selection of study and experiences from a range of artforms to suit their individual needs and interests. Students are offered opportunities for self-expression and personal choice, communication and the sharing of cultural views.

Study of the Creative Arts Life Skills Stage 6 course should contribute to students' appreciation of the arts and their quality and enjoyment of life, as well as assist them to prepare for various post-school opportunities.

### What students learn

The structure of the Creative Arts Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from two or more of the following courses:

- Dance Life Skills
- Drama Life Skills
- Music Life Skills
- Visual Arts Life Skills

## COURSE: ANCIENT HISTORY LIFE SKILLS

Fees: NIL

2 units for Year 11 and Year 12

Board Developed Course

Course number(s):

- 16672 Creative Arts Life Skills (2 units – Preliminary)
- 16672 Creative Arts Life Skills (2 units – HSC)

**Prerequisites:** A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10, except under special circumstances.

**Eligibility:** Life Skills Eligibility

### Course description

The Ancient History Life Skills Stage 6 course aligns with the rationale, aim and objectives of the Ancient History Stage 6 course. The Life Skills content has been developed from the Ancient History syllabus to provide opportunities for integrated delivery.

The course provides opportunities for students to explore the ancient past and develop an understanding of how people, groups and events have influenced past societies and the world today. Students are also provided with opportunities to participate in historical investigations of ancient societies and/or personalities to develop their knowledge, understanding and skills of historical inquiry.

Study in the Ancient History Life Skills Stage 6 course contributes to students' skills in locating, selecting, organising, planning and presenting information within an historical context..

### What students learn

The structure of the Ancient History Life Skills Stage 6 course allows for a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process.

The course is organised into topics and case studies:

- Investigating Ancient History
- The Nature of Ancient History
- Case Studies
- Features of Ancient Societies
- Historical Investigation
- Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their Times
- Historical Period

## COURSE: ENGLISH LIFE SKILLS

Fees: NIL

2 units for Year 11 and Year 12

Board Developed Course

Course number(s):

- 16601 English Life Skills (2 units – Year 11)
- 16601 English Life Skills (2 units – Year 12)

**Prerequisites:** A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10, except under special circumstances.

**Eligibility:** Life Skills Eligibility

### Course description

The English Life Skills Stage 6 course aligns with the rationale, aim and objectives of the English Stage 6 curriculum. The Life Skills outcomes and content have been developed from the English Studies and English Standard syllabuses to provide opportunities for integrated delivery.

The English Life Skills Stage 6 course focuses on the development of effective communication and literacy skills that enhance the participation of students in all aspects of post-school life.

The course emphasises the ability to communicate effectively in a range of contexts as well as access and respond to texts in different modes and media. Students are provided with opportunities to comprehend and interpret a variety of texts in both familiar and unfamiliar contexts. Students are also provided with opportunities to develop an understanding of the ways in which language forms and features shape meaning in texts. Students are encouraged to appreciate how our own and others' experiences can be represented through texts.

Study in the English Life Skills Stage 6 course enables students to access information, engage in a range of recreational and leisure activities and undertake further education, training and employment.

### What students learn

Where appropriate, students are provided with opportunities to engage with a range of texts to assist them to broaden and develop their language skills.

The structure of the English Life Skills Stage 6 course allows for a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process. The modules of the English Studies and English Standard courses provide possible frameworks for addressing the English Life Skills outcomes and content and are suggestions only. The course provides flexibility to develop programs appropriate to the needs, strengths, goals, interests and prior learning of students.



## COURSE: MATHEMATICS LIFE SKILLS

Fees: NIL

2 units for Year 11 and Year 12

Board Developed Course

Course number(s):

- 16611 Mathematics Life Skills (2 units – Year 11)
- 16611 Mathematics Life Skills (2 units – Year 12)

**Prerequisites:** A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10, except under special circumstances.

**Eligibility:** Life Skills Eligibility

### Course description

The Mathematics Life Skills Stage 6 course aligns with the rationale, aim and objectives of the Mathematics Standard Stage 6 course. The Life Skills content has been developed from the Mathematics Standard syllabus to provide opportunities for integrated delivery.

The Mathematics Life Skills Stage 6 course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school contexts.

Students are provided with opportunities to apply mathematical operations to practical situations and develop problem-solving in real-life situations. They develop their practical skills in measurement, calculating with money, statistics and using plans and maps. Students also have the opportunity to explore the concepts of earning and spending money and apply their understanding in a range of financial decision-making contexts.

Study in the Mathematics Life Skills Stage 6 course enhances students' access to community living, further education, training and employment.

### What students learn

The structure of the Mathematics Life Skills Stage 6 course allows teachers to provide a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process.

The course is organised into the following topics and subtopics:

#### Topic: Number and Modelling (Algebra)

- Review of Number Properties
- Mathematical Modelling

#### Topic: Measurement

- Everyday Measurement
- Measuring Two-Dimensional and Three-Dimensional Shapes

#### Topic: Financial Mathematics

- Decimals, Percentages and Money
- Earning Money
- Spending Money

#### Topic: Statistics and Probability (Statistical analysis)

- Statistics
- Probability

#### Topic: Plans, Maps and Networks (Networks)

- Using Plans, Maps and Networks

### COURSE: HUMAN SOCIETY & ITS ENVIRONMENT LIFE SKILLS

Fees: NIL

2 units for Year 11 and Year 12

Board Developed Course

Course number(s):

- 16699 Human Society and Its Environment Life Skills (2 units – Preliminary)
- 16699 Human Society and Its Environment Life Skills (2 units – HSC)

**Prerequisites:** A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10, except under special circumstances.

**Eligibility:** Life Skills Eligibility

#### Course description

The Human Society and its Environment (HSIE) Life Skills Stage 6 course allows teachers to develop a program of study that draws from two or more courses across the disciplines.

Study of the HSIE Life Skills Stage 6 course should contribute to students' understanding of social and cultural issues within contemporary and historical contexts. Students develop an appreciation of diversity, informed citizenship and intercultural understanding. Students acquire knowledge, understanding and skills in order to investigate, gather, interpret and communicate information.

#### What students learn

The structure of the HSIE Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from two or more of the following courses:

- Aboriginal Studies
- Ancient History
- Business and Economics
- Citizenship and Legal Studies
- Geography
- Modern History
- Society and Culture
- Studies of Religion

## COURSE: MODERN HISTORY LIFE SKILLS

Fees: NIL

2 units for Year 11 and Year 12

Board Developed Course

Course number(s):

- 16673 Modern History Life Skills (2 units – Preliminary)
- 16673 Modern History Life Skills (2 units – HSC)

**Prerequisites:** A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10, except under special circumstances.

**Eligibility:** Life Skills Eligibility

### Course description

The Modern History Life Skills Stage 6 course aligns with the rationale, aim and objectives of the Modern History Stage 6 course. The Life Skills content has been developed from the Modern History syllabus to provide opportunities for integrated delivery.

The Modern History Life Skills Stage 6 course provides opportunities for students to explore the forces that have shaped the modern world. Students explore key events, developments, movements, individuals and groups of the recent past to develop an understanding of how these have impacted our world. Students are also provided with opportunities to participate in historical investigations to develop their knowledge, understanding and skills of historical inquiry.

Study in the Modern History Life Skills Stage 6 course contributes to students' skills in locating, selecting, organising, planning and presenting information within an historical context.

### What students learn

The structure of the Modern History Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process.

The course is organised into topics and studies:

- Investigating Modern History
- The Nature of Modern History
- Case Studies
- Historical Investigation
- The Shaping of the Modern World 1919–1946
- Power and Authority in the Modern World
- National Studies
- Peace and Conflict
- Change in the Modern World

### COURSE: PDHPE LIFE SKILLS

Fees: NIL

2 units for Year 11 and Year 12

Board Developed Course

Course number(s):

- 16620 Personal Development, Health and Physical Education Life Skills (2 units – Preliminary)
- 16620 Personal Development, Health and Physical Education Life Skills (2 units – HSC)

**Prerequisites:** A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10, except under special circumstances.

**Eligibility:** Life Skills Eligibility

#### Course description

The Personal Development, Health and Physical Education (PDHPE) Life Skills Stage 6 course focuses on the development of the values and attitudes, knowledge, understanding and skills that will enable students to lead safe, healthy, active and productive lives.

The course emphasises effective management of a range of personal health issues that are important in daily life. Students can develop a broad understanding of the importance of health practices that enable them to lead healthy lifestyles. They have the opportunity to participate in activities that enhance their ability to engage appropriately in a variety of interpersonal relationships. Students' effective participation in post-school environments will be supported by the development of skills in safe living practices. The course helps students to engage in leisure activities that enhance their post-school life as well as providing students with experiences and information to enable them to engage in outdoor activities as a participant or spectator.

#### What students learn

The structure of the PDHPE Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content from one or more of the following modules:

- Growth and Development
- Developing and Maintaining a Healthy Lifestyle
- Interpersonal Relationships
- Safe Living
- Leisure
- Outdoor Recreation

## COURSE: TECHNOLOGY LIFE SKILLS

Fees: NIL

2 units for Year 11 and Year 12

Board Developed Course

Course number(s):

- 16686 Technology Life Skills (2 units – Preliminary)
- 16686 Technology Life Skills (2 units – HSC)

### Course description

The Technology Life Skills Stage 6 course allows teachers to develop a program of study that draws from two or more courses across the technologies.

Study of the Technology Life Skills Stage 6 course should contribute to students' understanding of research, design, systems and environments, as well as their ability to manipulate and produce products.

Students acquire knowledge, understanding and skills in order to solve problems and meet identified needs within the context of a design process. They are provided with opportunities to engage in a diverse range of practical and creative activities using a variety of resources, materials, tools and techniques.

### What students learn

The structure of the Technology Life Skills Stage 6 course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process.

Students may study outcomes and content selected from two or more of the following courses:

- Agriculture
- Design and Technology
- Food Technology
- Industrial Technology (including one of the following focus areas: automotive, electronics, graphics, metal and engineering, multimedia, timber products and furniture)
- Information Processes and Technology

## VET COURSE FEES 2024

Stage 6 VET Courses	COURSE FEES	
1. Construction (240 Hour)	Year 11:	\$100.00 (including white card)
	Year 12:	\$70.00
2. Entertainment (240 hour)		
3. Hospitality Food and Beverage (240 Hour)	Uniform:	\$20.00 (one-off fee) \$10.00 (refundable)
	Resources:	\$100.00 / year
4. Retail Services (240 Hour)		

## School Delivered VET courses



# Construction

This course provides an avenue for you to enter a range of trades in the construction industry or as a worker in the civil construction industry.

### Is this course right for me?

In this course you will gain hands-on, practical skills helping you start your career in the construction industry such as:

- Carpentry
- Joinery
- Bricklaying and blocklaying
- Wall and floor tiling

### Where can this course take me?

This course can lead to employment in a range of apprenticeships, such as carpentry, brick and blocklaying and wall and floor tiling, or employment as a trades or construction assistant in the civil construction industry.

Further study in courses such as CPC50320 Diploma in Building and Construction (Management) lead to job opportunities in construction project management.

### Subjects that support this career path

- Industrial Technology
- Mathematics Standard 1 or 2
- Investigating Science
- Manufacturing and Engineering - Introduction

Credential available	Full Certificate and Statement of Attainment
Course code/name	CPC20220 Certificate II in Construction Pathways and a statement of attainment towards CPC20120 Certificate II in Construction
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:  
[www.education.nsw.gov.au/school-delivered-vet](http://www.education.nsw.gov.au/school-delivered-vet)

## School Delivered VET courses



# Entertainment Industry

Learn about aspects of production, live performances and events, including audio, lighting, props, sets, staging and vision systems.

### Is this course right for me?

This course reflects the role of individuals who apply a broad range of competencies in providing services for the entertainment industry. You will gain valuable skills in a variety of aspects of the entertainment industry including; scenery and set construction, lighting, sound and vision, entertainment customer service, staging, live production, entertainment technical operations

### Where can this course take me?

It provides a pathway to other roles in similar work environments.

Further study in courses such as CUA60220 Diploma in Live production and management can lead to job opportunities in management.

### Subjects that support this career path

- Music
- Drama
- Industrial Technology: Multimedia
- Screen and Media

Credential available	Full Certificate
Course code/name	CUA30420 Certificate III in Live Production and Services
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes - See your Careers Adviser for information
Specialisation required for full qualification	Yes



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## School Delivered VET courses



# Hospitality - Food and Beverage

This course focuses on 'front of house' and will give you the skills to prepare a restaurant, serve customers, prepare beverages, and apply the principles of hygiene and food safety.

### Is this course right for me?

This course prepares you to work in a range of hospitality settings, such as restaurants, cafes, bistros and hotels to provide hospitality service using operational skills and basic industry knowledge.

### Where can this course take me?

This course provides a pathway to work in; restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops. Institutions such as; aged care facilities, hospitals, prisons, schools.

This course can lead to further study in courses such as: SIT30622 Certificate III in Hospitality and SIT60422 Diploma in Hospitality Management.

### Subjects that support this career path

- Food Technology
- Business Studies
- Business Services
- Retail Services

Credential available	Full Certificate
Course code/name	SIT20322 Certificate II in Hospitality
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



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[www.education.nsw.gov.au/school-delivered-vet](http://www.education.nsw.gov.au/school-delivered-vet)

## School Delivered VET courses



# Retail Services

A Certificate III in Retail gives you the essential skills and knowledge you need to kick start your career in retail.

### Is this course right for me?

Nearly every aspect of our lives involves products or services delivered through the retail industry. If you have a passion for something whether it be computer games, sport, food, clothing, cars, or the creative and performing arts, the retail industry gives you the opportunity to work selling products and services in your area of interest and the potential to run your own retail business. This course prepares you to work in the retail industry providing skills to engage the customer, maintain daily store operations, and deliver on organisational expectations.

### Where can this course take me?

Potential job roles include; customer service assistant, sales person, stock controller, visual merchandiser.

Further study in courses such as SIR40316 Certificate IV in Retail Management and SIR60116 Diploma in Retail Leadership provides opportunities to take on management roles in the retail industry.

[education.nsw.gov.au](http://education.nsw.gov.au)

### Subjects that support this career path

- Business Studies
- Business Services
- Financial Services
- Hospitality

Credential available	Full Certificate
Course code/name	SIR30216 Certificate III in Retail
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



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