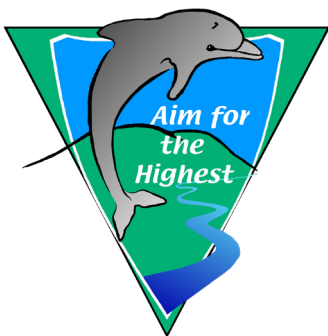


# Camden Haven High School

## Senior Curriculum Distance Education

2019



Education &  
Communities

Public Schools NSW



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## Welcome

Congratulations on beginning your senior years of study at Camden Haven High School through distance learning. There is a great deal of flexibility available in the senior years of study ranging from an academic program of study with future university study as a goal, school based apprenticeship or traineeship opportunities, vocational education courses leading to nationally recognised certificates, as well as the opportunity to study the HSC over a number of years.

With this increased flexibility also comes increased responsibility. Independent learning is a concept embedded in the delivery of courses at our school. While we will provide you with teacher expertise and a quality learning environment, learning by distance requires commitment, diligence and maturity.

To guide you and your supervisor through Year 11 and Year 12 (HSC) years, this prospectus has been developed to help you:

- understand the curriculum structure in Stage 6.
- understand the requirements for the Higher School Certificate as set by NESA and the NSW Department of Education (NSW DoE).
- make subject selections suitable to your needs and abilities.

To assist in your selection of subjects, our school offers students access to professional advice from teachers, Stage Coordinators, the Careers Coordinator, Head Teachers and Enrolment Officers.

If you are experiencing difficulties selecting your courses, seek the advice of one of these experts.

### General Overview

To be awarded the Higher School Certificate (HSC) at Camden Haven High School (CHHS), students need to complete 12 Units of Year 11 study and at least 10 Units of Year 12 (HSC) study. This must include at least **2 Units of English** and at least **three Board Developed Courses**.

The HSC can take many forms and lead you in many exciting directions. Before you select the subjects you will study, you need to consider what you want to do with your HSC upon graduation.

### Some Common terms explained:

#### NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) prescribes and approves the courses students complete at school. NESA is responsible for all HSC examinations.

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

Many subjects now include a workplace training component. They provide a national credential as well as School/TAFE credential. These are called VET courses.

## **Australian Tertiary Admission Rank (ATAR)**

Universities use assessment results and the HSC examination performance of your best ten units, including English, to calculate an index. This index is used to determine offers of places at tertiary institutions. This is important if you plan to go to university or study a diploma course at TAFE.

NESA prescribes and approves most courses students complete at school and is responsible for all HSC examinations. Many subjects can now include a workplace training component. They provide a national credential as well as a School/TAFE credential. These are called vocational education and training (VET) courses. Universities use school based assessment results and HSC exam results of your best 10 units including English, to calculate an index - Australian Tertiary Admission Rank (ATAR). This index is used to determine offers of places at tertiary institutions. This is important if you plan to go to university or study a diploma course at TAFE.

## **Pattern of Study**

This booklet is designed to help students and their caregivers / supervisors in the Year 11 and Year 12 years to:

- a. understand the curriculum structure in Stage 6.
- b. understand the requirements for the HSC as set by NESA and the NSW DoE.
- c. make subject selections suitable to their needs, abilities and future aspirations.

## PART 2 | THE HIGHER SCHOOL CERTIFICATE

### A. Organisation of the Curriculum

Year 11 Course (3 terms)

Year 12 (HSC) Course (4 terms)

The NSW Department of Education (NSW DoE) has organised the K-12 schooling into 'stages'. Senior study is sometimes referred to as Stage 6. At the conclusion of the Year 11 and Year 12 (HSC) components of Stage 6 study, students will sit examinations. There will also be school based assessment completed for each subject in both the Year 11 and Year 12 (HSC) components of Stage 6 study. Separate booklets will outline these assessment requirements.

### B. The Year 12 (HSC) program

The HSC addresses generic skills as well as examining knowledge and understanding in specific subject areas. Students are expected to develop skills in self-motivation, independent learning, group and team work situations, work related competencies, as well as the knowledge and skills pertinent to each specific course. This means increased participation in telephone and electronic learning, along with paper based learning. NESA has developed syllabuses that reflect input from a variety of sources:

The Year 12 HSC has syllabuses that reflect input from a variety of sources:

- NESA
- Universities
- Camden Haven High School
- Industry
- Technical & Further Education (TAFE)
- NSW Department of Education

The delivery of the HSC can occur in a variety of locations and modes. These include:

- via Open Learning / Distance Education
- at schools
- in the workplace
- at TAFE
- by outside tutors
- as self-tuition

The final outcome of the HSC program is diverse. Whilst studying for the HSC, students can also gain:

- an ATAR for University entry
- VET / TAFE certificates
- Traineeships in industry
- credit transfer for TAFE courses
- workplace training
- some subjects towards university courses

## C. Course types

All Year 12 (HSC) courses are assigned a unit value. Courses may be offered as either 1 or 2 units of study. Units are used to indicate the amount of teaching time students will spend studying a particular course. Each unit equates to approximately two hours per week, and each unit has a value of 50 marks. Thus, a 2 unit course is 120 hours, or about four hours per week. Most subjects are of 2 unit value and are marked out of 100 in the external examinations.

One unit Extension courses are available in English and Mathematics in both Years 11 and Year 12 (HSC). You must undertake the appropriate level of English and Mathematics to be eligible to study these additional units. History, Music, Science and some Languages also have one unit Extension courses available in Year 12.

The two main types of courses are Board Developed and Board Endorsed courses. Within each of these types are further categories. Also available are school based courses, school delivered (SVET) and TAFE delivered (TVET) vocational education and training courses.

### i. Board Developed Courses (BDC)

The makeup of these courses is determined by the NSW Education Standards Authority (NESA). These courses have an external examination set by NESA at the end of Year 12 (HSC). Both an assessment and examination mark appear on the HSC for these courses. These courses are offered as two unit by two years, (i.e. approximately four hours a week in both Year 11 and Year 12). Year 11 courses are a prerequisite of Year 12 (HSC) courses. It is these courses which determine the type of tertiary entry students' gain. They are used in the calculation of the Australian Tertiary Admission Rank (ATAR). Board developed courses often form the basis of course pre-requisites for University.

### ii. Board Endorsed Courses (BEC)

#### a) Content Endorsed Courses (CECs)

The syllabi for these courses are supplied by NESA. Content Endorsed Courses count towards the HSC, have an assessment mark only listed on the Record of Achievement (ROA) and **do not** contribute to the ATAR.

#### b) School Developed/Board Endorsed Courses (BECs)

The content of these courses is usually developed by the school and approved by NESA. These courses appear on the HSC, have an assessment mark only listed on the Record of Achievement (ROA) and **do not** contribute to the ATAR.

#### c) School Developed Courses (Fast Link)

The content of these courses is developed by the school and approved by NESA. They provide the knowledge and skills to assist in the transition from school. Some of these courses do not appear on the Record of School Achievement. A school report is provided.

### iii. TAFE Courses – Non Framework Studies

These courses are offered by TAFE and appear on the HSC, have an assessment mark only listed on the Record of Achievement (ROA) and **do not** contribute to the ATAR. Some TAFE courses are Board Developed and can contribute to the ATAR. Please read the notes below and the information in the VET section of this booklet.

### iv. Vocational Education and Training (VET)

Students today have a wide range of options to consider when selecting courses for the Year 12 (HSC). With only three out of every ten students selecting University, careful consideration needs to be given to subject selection.

The need to cater for all students has led to a number of Vocational Education & Training (VET) courses being developed. These courses teach workplace skills and include work placements with local businesses to reinforce those skills. 35 hours in Year 11 and 35 hours in Year 12 are required to be completed in the workplace. These courses prepare students for the workforce. When the course is completed, students have a logbook of skills that are transferable State and Nationwide. It allows credit transfer and advanced standing in TAFE and other institutions, as well as VETAB Certificates.

All courses count towards the HSC. Framework courses can also count towards an ATAR as a **Category B** course if the student chooses to complete the final external examination. VET courses are taught at school (SVET) or at TAFE (TVET). Many courses also have an extension course for even further training. See each subject description for more details about these extensions.

You will need to read the separate VET booklet to gain further information about TAFE and the courses it offers and how the school based VET subjects are taught at school.

#### **You might choose Vocational Education courses for a number of reasons:**

- to get fulltime work after leaving school (or indeed leaving school before the HSC if a job was offered). See also “School Based Traineeships” later in this booklet.
- to get a start in a career path you are interested in, for example: hospitality, building, retail. You would have an advantage over others when applying for these jobs, especially if combined with related TAFE courses.
- to stay at school when you might have otherwise left because the “normal” range of subjects on offer did not appeal to you.
- to help you gain entry level skills and an ATAR. For example, you might select 10 Board Developed units for an ATAR and then select a VET course, (eg. Hospitality), to get work when you are at university to help pay your way. If you sit the final exam, your VET course can also be used for the ATAR but they are **Category B** courses.
- to help you gain employment while you are involved in further study.
- to study Industry Based Learning (see subject descriptions).

**Work Placement:** This involves students being at a workp[lace for 35 hours in Year 11 and 35 hours in Year 12 (HSC). You must follow the procedures set down by the VET teachers. All paperwork must be completed before any work placement can occur. Successful work placement counts as school attendance in your VET course. Work placement is **mandatory**.

Further details on the School’s Policy and Guidelines to the study of VET are detailed in the VET section of this booklet.



## D. Higher School Certificate Requirements

### i. NESA Requirements

The HSC is a NESA credential. The HSC is delivered at schools under guidelines set by the NSW Department of Education and the school. The HSC is awarded as a result of a minimum standard of study as outlined by NESA.

**This minimum standard of study as outlined by NESA can be summarised as:**

- completion of the Year 11 Course and then the completion of the Year 12 (HSC) course.
- completion of a set pattern of subjects for study (see notes below).
- satisfactory completion of each course (see later notes).
- completion of the assessment program as set by NESA and the school (these will be detailed in a separate booklet and distributed to all students.)

**Pattern of study:**

- must study 2 units of English
- must study at least 4 subjects
- must study 6 Units of Board Developed Courses
- no more than 6 units of science in Year 11
- must study at least 3 courses of 2 Units

Science subjects include Biology, Chemistry, Earth & Environmental Science, Physics and Investigating Science. You need to also check exclusions before you select your pattern of study.

**N.B. The minimum pattern of study to be undertaken at Camden Haven High School will include 12 units in Year 11 and 10 units in Year 12 (HSC).**

### ii. Government School Requirements

Besides the guidelines set by NESA as mandatory to be eligible for the award of the Higher School Certificate, the NSW Department of Education also requires students to:

- study at least 25 hours of Personal Development & Health (*Crossroads*)
- complete the Program *All My Own Work* in Year 11

## E. Use of the HSC by Universities and TAFE

### i. Australian Tertiary Admission Rank (ATAR)

**What is the ATAR?**

- The ATAR is a number between 0 and 100 which indicates your place in the state relative to all eligible candidates who request a mark.

**What is it used for?**

- The ATAR is used as an order of merit determining entrance to University courses.

**Do all students need an ATAR?**

- No. Only those students wishing to gain entry to a University need to have an ATAR.

## How is an ATAR calculated?

- The ATAR is an aggregate of your best ten Board Developed Units (including 2 Units of English) in the HSC. It is calculated by the Universities and not the school or NESAs. **Only 2 Units of a Category B** grade course will be used in the ATAR calculation.

### ii. HSC/TAFE Credit Transfer

Credit transfer from the HSC to the TAFE system is available for some courses, particularly Industry Curriculum framework – VET courses. This means that your HSC studies can give you credit or advanced standing towards some certificate and diploma courses in TAFE. You will need to check with the Careers Adviser to see how much advanced standing you will receive and for which TAFE courses this is applicable.

## F. Completion of a course

### i. Satisfactory completion of a course

To receive a satisfactory completion of the Year 11 course, you must satisfactorily complete a minimum of 12 units. Satisfactory completion of a course involves:

- meeting all or some of the course outcomes
- making a genuine attempt at assessment tasks which contribute more than half of the maximum marks
- participating in experiences which are required by the syllabus, for example assignments, tests and examinations, major works, practical projects, effective completion of title pages
- preparing yourself sufficiently to enable you to make a serious attempt in the external HSC examination.

This means that you must complete both assessable and non-assessable tasks as well as have a satisfactory rate of attendance to be eligible for the Principal's certification and therefore the award of an HSC.

If the school Principal does not certify the satisfactory completion of a Year 11 course, you cannot progress into the Year 12 (HSC) part of that course. Students can be given provisional entry into the Year 12 (HSC) course (provisional on their completion of Year 11 work and assessment tasks inside a designated time frame).

If you receive results in less than 12 Year 11 units following such a decision, you will receive a report, but you will not be eligible for the completion of the Year 11 year. You will not be eligible for the HSC and further study to attain the minimum requirements will be necessary.

### ii. Satisfactory attendance and application

Your overall attendance and application must be satisfactory to receive a Higher School Certificate and Record of School Achievement.

To guide you and your supervisor, warning letters will be issued if your progress is not adequate, your work is of a poor standard, or you don't make a serious attempt in examinations or assessment tasks. This warning letter is a reminder that your education is your responsibility and gives you a chance to resolve the problem before it is too late.

The Principal may only certify that you have been unsatisfactory in one of these areas after a warning has been properly issued. You have the right to appeal to NESAs against the Principal's decision. The Principal must advise you of this right and explain the appeal mechanism in such a case.

## PART 3 | SELECTION OF SUBJECTS

### A. Subject selection for senior study

The following may assist you when making your choice of subjects.

1. Is the subject necessary for further study? (assumed knowledge, recommended or a prerequisite). Consider your ability to obtain a satisfactory result in the subject.
2. Am I interested in this subject? If you are interested in a subject it may lead to you pursuing a career/tertiary course related to this subject in the future.
3. Will I do well in this subject? There is no point doing a subject at which you are poor simply because it is a prerequisite. If you can't cope at school you are unlikely to be able to cope with a similar course at a tertiary level. It may be wise for you to reconsider your career goals.
4. If possible, always try to select subjects which will keep your options open, particularly if you are unsure about your future career/course direction. Draw up your plan for your pattern of study for both the Year 11 and Year 12 (HSC) years to ensure that you'll be eligible for a HSC.

When making decisions about subjects it is best to think of a 'bundle' of courses that you can then select from. Some circumstances may lead to the accumulation of the HSC over a period of no more than five (5) years. This is called Pathways.

### B. Contacts

#### 1. DE Coordinator

They can provide overall support and direction as well as give general advice.

#### 2. Careers Coordinator

The Coordinator will provide advice on the requirements for tertiary study and employment. Anyone considering extending their senior study over more than two years should discuss their plans with the Careers Coordinator. Information on TAFE delivered vocational courses is also available.

#### 3. Enrolment Officers

They can help with information on requirements for enrolment and assist with the completion of subject selection.

#### 4. Vocational Education Coordinator

The Coordinator can assist you with enquiries related to VET courses and work placement.

#### 5. Faculty Head Teachers and Subject Teachers

They can advise on levels, course content and course requirements in terms of exams, assessments and practical work.

#### 6. Parents / Caregivers / Supervisors

They can help by listening, providing positive support and encouragement.

## Website

For current information about subjects and the senior years of study go to the NESA website.

### C. The LINKAGE program

Camden Haven High School has developed a 'Linkage Program' to assist students with their selection of subjects. This program identifies the desired outcome of senior study for each student. Students will find they fit into a Link. It may be possible to shift between Links, but generally if students decide which Link they belong to, then subject selection is made easier. Remember all courses are available in all Links. This program is **only a guide** to assist in decision making.

#### OPTION 1. Tertiary Link

This is a pattern of study for students who wish to undertake tertiary study at University by achieving an ATAR.

##### Pattern of Study

- Year 11 = 12 or 13 units
- Year 12 (HSC) = 10 units (minimum) or 12 units
- Mandatory study of English: Advanced or Standard (recommended)
- You may also select English Studies as your Category B inclusion for the ATAR. Must sit the optional Year 12 exam (Not recommended).
- Mathematics or Standard Mathematics
- 10 Units of Board Developed courses (for ATAR)
- Extension courses in Mathematics and English are available (1unit)
- Maximum of one VET course – school or TAFE delivered
- Maximum of one board developed Category B course can be counted in your ATAR

##### Note

Some tertiary courses require you to have studied certain Year 12 (HSC) subjects. These are called prerequisite subjects.

Particular school subjects are often listed as assumed knowledge. This means that the institution will proceed with courses on the assumption that you have studied this Year 12 (HSC) subject, although it does not require it. You will find the tertiary course easier if you have studied the assumed knowledge.

Other subjects while not being prerequisites or assumed knowledge may be recommended as good preparation for a course of study.

The ATAR is based on your best 10 Units of Board Developed Courses (including two units of English). One of your aims will therefore be to maximise your marks and your choice of subjects may play a part in this strategy.

Some subjects, eg: Business Studies, Food Technology, IPT, Engineering Science, Mathematics, English, and VET Courses can be used to gain credit or advanced standing in certain TAFE Courses.

## **OPTION 2. Employment Link**

There are two options:

### **A. Career Link**

This link is for those students who wish to qualify for the HSC and **DO NOT** need an **ATAR**. Students also have the opportunity to gain a VET qualification.

#### **Pattern of Study**

- Year 11 = 12 units
- Year 12 (HSC) = 10 or 12 units
- English: Standard or Studies
- School Based Traineeships (on the job training)
- Can select Board Developed Courses and Board Endorsed Courses
- Focus on VET - School or TAFE delivered

#### **Please Note**

- The subjects you choose may affect the career direction you are able to take.
- The subjects studied may influence an employer in the selection of job applicants for a job vacancy.
- The traineeship or apprenticeship will determine the subjects you must complete. This will either be a school VET, a TAFE EVET course or a course delivered 'on the job'.
- The Industry Based Learning (IBL) course will meet the requirements for the 'on the job' training. This is usually for one day of the school week. IBL counts as 2 units.

### **B. Job Link**

This link is for those students who wish to focus on employment opportunities. The credential is a Record of School Achievement (ROSA). This Link **DOES NOT** qualify the student for the HSC or ATAR. Students also have the opportunity to gain a Certificate II by studying a VET course.

#### **Pattern of Study**

- Year 11 = 12 units
- Year 12 (HSC) = 10 units
- English: Studies (recommended) or Standard
- Standard Mathematics (optional)
- Focus on VET and TAFE courses
- Work Studies (recommended) - ongoing job support
- Support with Industry Based Learning (on the job training)
- Can select Board Developed Courses that are of interest

#### **Please Note**

- The subjects you choose may affect the career direction you are able to take.
- The subjects studied may influence an employer in the selection of job applicants.
- The VET courses all have mandatory work placement in that industry.

### 3. Fast Link

This is an alternative program for those students who wish to leave school during or at the end of Year 11. This Link **DOES NOT** qualify the student for the HSC or ATAR.

#### **Pattern of Study (1 Year Program)**

- Year 11 = 8 units
- Fast Link English and Fast Link Mathematics
- Skills for Work and Training
- Attain Certificate II AQF qualification
- Various Support Programs
- *Exit at end of Year 11 with ROSA (Record of School Achievement)*

#### **Please Note**

- The subjects you choose may affect the career direction you are able to take
- The subjects studied may influence an employer in the selection of applicants for a job vacancy
- The subjects will include 4 units of a VET course so that Certificate II is attained by the end of Year 11
- The subjects studied will form part of a contracted program generated by the school, parents and students

## PART 4 | SUBJECT DESCRIPTORS



# BOARD DEVELOPED COURSES

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# Aboriginal Studies

## General Course Description

Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of 'shared histories' with a view to enabling students to be active and informed citizens in promoting a just society for all Australians.

The Year 11 course focuses on pre-contact Aboriginal history to the 1960's, examining how Aboriginal communities have been affected by the colonisation of Australia. Other Indigenous communities are also examined on a worldwide scale.

The Year 12 course focuses on the 1960s onwards and examines issues such as Human Rights and the land rights movement.

Students analyse and discuss issues important to contemporary Australia and develop community consultation skills.

## Assessment Strategies

Research investigation

Source analysis

Oral and written extended responses

Speech transcripts

## Personal Requirements

Interest in Aboriginal issues.

Interest in Archaeology and History.

Good study habits.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students acquire knowledge and understanding essential to an appreciation of Aboriginal and Indigenous People and cultures that have shaped Australia and the world.

## Stage 6

## Topics Studied

### Year 11 Course

- Aboriginality and the Land Heritage and Identity
- International Indigenous Community
- Local Community case study

### Year 12 Course

- Core Module
- Social Justice and Human Rights Issues
- Aboriginality and the Land Heritage and Identity
- Major Project

## Further Studies

Tertiary

TAFE

## Career Pathways

Tourism

Health services

Social work

Community work

Education

Artistic work

# Agriculture

## General Course Description

Agriculture provides the community with food, fibre, shelter and fuel and makes a significant contribution to Australia's growth through investment, employment and the consumption of products. This course is designed to develop students' knowledge and understanding of the relationships between production, processing and consumption. There is an opportunity for students to study a farm and agricultural product that will develop a wide range of practical skills.

The dynamic nature of the subject and its depth, will challenge students academically. This course will also encourage the development of a responsible attitude, necessary to manage and market these products in a sustainable manner.

## Assessment Strategies

Research Task - Access to a local farm is required.

Experimental activities

Practical lessons

Formal examinations

## Personal Requirements

A practical hands-on approach to learning.

An interest in the natural environment, plants and animals.

## Stage 6

## Topics Studied

- **Agricultural Overview** - systems, history, social aspects
- **Farm Case Study** – management, marketing, technology, and workplace
- **Plant and Animal Production** – commercial, climate, pests, technology, design and research
- **Elective** - Agri-food, fibre and fuel technologies

## Further Studies

Tertiary: Bachelor AgSc, Bachelor Agribusiness, Bachelor of Agriculture

## Career Pathways

Station or Production Manager  
 Agribusiness Manager  
 Secondary Agriculture teacher  
 Rural Practice Surveyor  
 Soil Scientist

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Practical lessons will have to be undertaken. Access to a local farm is required.

# Ancient History

## General Course Description

Ancient History is the study of ancient societies, events, key personalities and how people lived. The Year 11 course develops knowledge of how historians and archaeologists use evidence to make assumption on different time periods and personalities such as Tutankhamen and Boudicca. The Year 11 course centres on archaeological methods, case studies and the study of ancient societies.

The Year 12 (HSC) course will contain a mandatory core study (Pompeii and Herculaneum), the study of a well-known ancient society (usually Spartan Society) and the study of a time period (Greek World 500 - 440 BC). In addition, there is a focus on one personality from the Ancient World — Xerxes from Ancient Persia or Hatshepsut or Akhenaten from Egypt.

## Assessment Strategies

Historical Investigation

Source analysis

Oral and written extended responses

Examinations

Surveys

## Personal Requirements

An interest in Ancient Civilizations, Archaeology and History.

Enjoys reading and detective work.

## Stage 6

## Topics Studied

### Year 11 Course

- Historical Investigation
- The treatment and display of Human Remains e.g. Ice Man
- Thera
- Roman Art and Architecture
- Persepolis
- Egypt, Death and Funerary Customs
- The investigation of ancient sites and sources

### Year 12 Course

- Cities of Vesuvius - Pompeii & Herculaneum
- Ramesside Society
- Spartan Society
- Greek World 500-440BC
- Xerxes
- Akhenaten

## Further Studies

Tertiary: Various Bachelor degrees

## Career Pathways

Archaeology

Museum/Library work

Teaching

Further Education

History

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students acquire knowledge and understanding essential to an appreciation of forces that have shaped the ancient world.

# Biology

## General Course Description

Biology in Year 11 and Year 12 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. This course provides the foundation knowledge and skills required to study biology after completing school and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues and promotes an appreciation for the diversity of life on Earth and its habitats.

## Assessment Strategies

The assessment for Biology will include practical first-hand investigations, secondary source investigations, field research, examinations and a 15 hour depth study for both the Year 11 and Year 12 Courses.

## Personal Requirements

Attributes such as curiosity, honesty, flexibility, persistence, critical thinking with a willingness to suspend judgment, tolerance of uncertainty and an acceptance of the status of scientific knowledge.

Commitment, tenacity, a willingness to take risks and make informed judgments.

Value and appreciate Biology.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Biology is a prerequisite for some tertiary courses.

## Stage 6

## Topics Studied

### Year 11 Course

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

### Year 12 Course

- Heredity
- Genetic change
- Infectious Disease
- Non-Infectious Disease and Disorders

## Further Studies

TAFE

Tertiary

## Career Pathways

Biochemistry

Botany

Environmental Science

Health Professions

Conservation

Teaching

Environmental Protection

Teaching

Vertebrate Zoology

Wildlife Conservation

# Business Studies

## General Course Description

Business Studies focuses on the nature and role of business, financial management (basic accounting), the responsibility of management and the skills required to investigate business information and issues.

Students will study values and attitude objectives concerning ethical and responsible business behaviour. This course also has a focus on key business functions, business case studies and analysing business problems.

This course can equip students with skills required to set up their own small business.

## Assessment Strategies

Class activities

Half Yearly and Yearly examinations

Research assignments

Presentations

## Personal Requirements

To achieve success in this course students need to have an interest in the many activities required for a business to be successful. Students need to have an understanding of business current affairs and sound literacy skills as they will be required to read a variety of materials and write extended responses.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This course is one of the most popular in NSW and has just been revised to make it more enjoyable for students.

## Stage 6

## Topics Studied

- Nature of Business
- Business Management
- Business Planning
- Business Operations
- Marketing
- Finance
- Human Resources

## Further Studies

Tertiary studies in Commerce, Business, Finance, Accounting, Investment and Economics.

## Career Pathways

Small business ownership  
Accounting  
Office Management  
Finance Industry Jobs  
Real Estate Agent  
Teacher

# Chemistry

## General Course Description

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes, are central to human progress and our ability to develop future industries and sustainability.

This course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

### Assessment Strategies

Formal exam, depth Study, Research and practical tasks

### Personal Requirements

Develop attitudes, such as curiosity, honesty, flexibility, persistence, critical thinking, with a willingness to suspend judgment, tolerance of uncertainty and an acceptance of the status of scientific knowledge.

Commitment, tenacity, a willingness to take risks and make informed judgments.

Value and appreciate Biology.

## Stage 6

### Topics Studied

#### Year 11 Course

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions
- Depth Study

#### Year 12 Course

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas
- Depth Study

### Further Studies

Links into first year study of most science based courses.

### Career Pathways

Science / Teaching  
 Health / Nursing  
 Engineering / Mining  
 Lab Technician  
 Environmental Management Pharmacy  
 Medical Sport

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Chemistry is a prerequisite for some tertiary courses.

# Chinese Beginners

## General Course Description

This course is designed for students with little or no prior knowledge of the Chinese language. The prescribed topics are studied from two interdependent perspectives;

**The personal world:** This topic will enable students to use Chinese to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

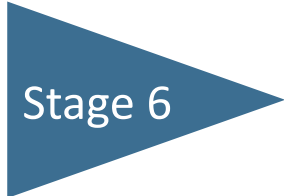
**The Chinese speaking communities:** This topic will enable students to make enquiries and express ideas in order to understand activities appropriately in communities where Chinese is spoken.

## Assessment Strategies

- Reading
- Writing
- Listening
- Speaking
- Formal examinations

## Personal Requirements

- Good communication skills
- Self motivation



## Topics Studied

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

## Further Studies

The study of Chinese Beginners Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

## Career Pathways

The study of Chinese 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. Chinese is an advantage in areas such as public relations, commerce, hospitality, education, marketing, industrial relations, media and tourism.

Link Program	Tertiary, Employment– Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

# Community and Family Studies

## General Course Description

This course is designed for students who display an interest in the contributions that individuals, groups, families and communities make in society. Students will study the community groups that make up our society. They will learn how they operate and how they assist the individual.

This course emphasises effective decision making and communication skills when dealing with community groups and other community individuals.

## Assessment Strategies

Critical Enquiry

Research Tasks

Individual Research Task

Formal semester examinations

## Personal Requirements

An interest in current affairs in our community

A sound knowledge and understanding of various community groups

Solid organizational skills

A keen interest and willingness to learn

## Stage 6

## Topics Studied

- Resource management
- Individuals and groups
- Families & communities
- Research methodology
- Groups in context
- Parenting & caring
- Social impact of technology

## Further Studies

Tertiary

TAFE

## Career Pathways

Social Worker

Nurse

Teaching

Counselling

Health Industry

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This is a good course for those students wishing to learn about the various types of services available to families.



# Dance

## Stage 6

### General Course Description

Dance in Stage 6 is designed for students to experience, understand and value dance as an art form through the study of the performance, composition and appreciation of dance.

Students learn the skills of dance, to perform and create dances, to critically analyse, respond, enjoy and make discerning judgments about dance. Students are then able to select a major from any of the core areas in addition to film and video and choreographing for the virtual body (animation).

### Assessment Strategies

Practical performances

Interviews in relation to practical performances

Written examinations

### Personal Requirements

The Stage 6 Dance course is a highly practical course and as such prior dance knowledge is recommended. Students should also be motivated to work independently and within a group context. Students should be willing and able to perform in front of the class, teachers and a wider audience, in addition to articulating their knowledge both in a verbal and written form.

### Topics Studied

- Safe dance practice
- Performance quality
- Generating movement
- Organising movement
- Organising the dance
- Development of dance
- Dance analysis
- Writing and criticism
- Choreographers & works

### Further Studies

Tertiary study at University, industry courses and private colleges.

### Career Pathways

Dancer, performer, choreographer, critic, teacher, film director, historian, animation/ virtual choreographer.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Access to an external tutor is essential

# Design and Technology

## General Course Description

The Design and Technology course is suitable for students interested in the skills and processes needed to design and manufacture products in a wide range of areas.

The subject encourages critical and abstract thinking, combining design theory with the production of practical projects.

In Year 12, students propose, research, design, document and produce a major work.

Students are encouraged to become independent, creative thinkers who produce innovative and high quality work.

## Assessment Strategies

Theory and practical skills exercises

Written tests

Formal Examinations

A major work externally assessed for the HSC

## Personal Requirements

For safety reasons students will require long sleeved shirts, long pants and enclosed leather shoes.

Students may be required to purchase some materials for their major work in Year 12.

## Stage 6

### Topics Studied

- Design processes
- Design theory
- Researching skills
- Material applications
- Communication
- Practical skills

### Further Studies

Tertiary: Bachelor degrees in Design and Artistic fields

TAFE: Cert III, Diploma

### Career Pathways

Pathways into Architecture, Industrial design, Fashion Design, Sculpture and other artistic areas and fields at University or TAFE.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students do not need to have studied Design and Technology in stage 5.

# Earth and Environmental Science

## General Course Description

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is central to the purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

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

## Assessment Strategies

Formal exam, depth Study, Research and Practical tasks.

## Personal Requirements

An interest in environmental issues.

Good study habits.

## Stage 6

## Topics Studied

### Year 11 Course

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

### Year 12 Course

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

## Further Studies

TAFE

University: Environmental Sciences

## Career Pathways

Environmental Science  
 Environmental Engineer  
 Geology  
 Local government  
 National Parks  
 Forestry  
 Teaching  
 Management

Link program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	An excellent course for those students interested in environmental issues.

# Economics

## Stage 6

### General Course Description

As a subject, Economics is distinctive because of the range of problems and issues that it investigates and the skills that it develops.

A student who has completed the Year 11 and Year 12 courses should have the knowledge and skills enabling them to: Comprehend the background and implications of contemporary economic issues; Discuss appropriate policies to solve economic problems and issues; Understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy.

### Assessment Strategies

Research assignments

Formal Exams

### Personal Requirements

Students will benefit from the study of Economics if they enjoy engaging in studies that include business, government management of the economy, accounting and finance, media, law, marketing, employment relations and financial current affairs.

### Topics Studied

- Introduction to Economics
- Consumers and Business Markets
- Labour Markets
- Financial Markets
- Government & the Economy
- The Global Economy
- Economic Management & Issues

### Further Studies

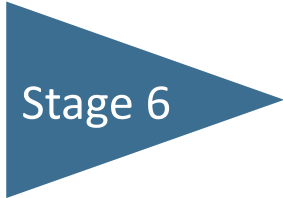
Bachelor of Commerce, Business or Economics, Arts Degree, Actuarial Studies, Journalism, Law

### Career Pathways

Share & finance industry, journalism, economic forecasting, banking, insurance, tourism, resource, environmental and property management, law, international relations, accounting, business management, tourism, foreign diplomacy, insurance, health.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This course is an academic course in which Camden Haven High School students have enjoyed success over many years.

# Engineering Studies



### General Course Description

Engineering Studies is designed as a platform for those students wishing to study one of the Engineering disciplines at University.

The course consists of a number of modules, each module looking in detail at different engineering areas such as bio engineering, household appliances, civic structures and aeronautics.

Over the course of Year 11 and 12, eight different modules are studied. This subject combines well with the study of Physics and Mathematics.

### Assessment Strategies

Assessment Tasks

Written Tests

Formal Examinations

### Personal Requirements

Students need to have the ability to study independently and present work in a clear and concise manner.

Good year 10 grades in Science and Mathematics are necessary.

### Topics Studied

- Bio engineering
- Household appliances
- Braking systems
- Landscape products
- Personal and Public Transport
- Civic Structures Transport
- Aeronautics
- Telecommunications

### Further Studies

Tertiary: Engineering, Design, Architecture and Science degrees  
 TAFE: Diploma in Engineering

### Career Pathways

Pathways into Architecture  
 Industrial Design  
 Engineering and Scientific fields at University or TAFE.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students need good grades in Science and Mathematics in year 10 to do well in this subject.

# English Advanced

## General Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational and vocational lives.

## Assessment Strategies

In Year 11 students must complete THREE assessment tasks which could include the following modes: reading, writing, listening, speaking, and viewing/representing.

ONE task must be a multimodal presentation.

## Personal Requirements

Students who are above average in English and have a particular interest in literary and multimedia texts should undertake this course. Students should enjoy discussing and exploring issues that are raised in these texts. Students need to possess competent reading and writing skills and be confident to articulate considered opinions in class discussions.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / hours	2 years / 240 hours
Unit Value	2 units
ATAR cat.	Category A
General Information	Students who have a strong interest and ability in English should also undertake the Extension course.

## Stage 6

### Topics Studied in Year 11:

- Common Module: Reading to Write: Transition to Senior English
- Module A : Narratives that Shape our World.
- Module B : Critical Study of Literature.

There are no prescribed texts for Year 11.

However, a range of types of texts will be drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

### Further Studies

TAFE  
Tertiary

### Career Pathways

Journalist  
Publisher  
Teacher  
Advertising Specialist  
Desktop Publisher  
Writer  
Lecturer (University, TAFE)

# English Standard

## General Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

## Assessment Strategies

In Year 11 students must complete THREE assessment tasks which could include the following modes: reading, writing, listening, speaking, and viewing/representing.

ONE task must be a multimodal presentation.

## Personal Requirements

Students who study the Standard course will be given opportunities to become proficient in English to enhance their personal, social and vocational lives. They will be equipped for employment, TAFE and tertiary study.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This course is suitable for students who have a strong interest in English Literature.

## Stage 6

### Topics Studied in Year 11

- Common Module: Reading to Write: Transition to Senior English.
- Module A: Contemporary Possibilities
- Module B: Close study of Literature

There are no prescribed texts for Year 11. However, they must study:

ONE complex multimodal or digital text in Module A

ONE substantial literary print text in Module B, for example prose fiction, drama or poetry.

A range of types of texts will be drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

### Further Studies

University

TAFE

### Career Pathways

All careers require the effective use of English.

# English Studies

## Stage 6

### General Course Description

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

### Assessment Strategies

Students must complete assessment tasks which will include the following: reading, writing, listening, speaking, viewing and representing.

ONE task must be part of a portfolio based on all modules studied and ONE task must be a multimodal presentation applied to a real world scenario.

### Personal Requirements

This course addresses the needs of a specific group of students who wish to complete and be awarded a HSC but who are seeking an alternative to Standard English.

### Topics Studied

#### Mandatory Module in Year 11

- Achieving Through English
- English and the worlds of education, careers and community

#### Electives:

An additional 2-4 modules will be studied from a selection of elective modules.

### Further Studies

TAFE

University (Optional)

### Career Pathways

All careers require the effective use of English.

Link Program	Tertiary, Employment - Career
Type of course	Counts as a Board Developed (Category B) Course
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	ATAR (Category B) or NON ATAR
General Information	Students have the choice to undertake an optional HSC examination that will contribute to the Australian Tertiary Admission Rank (ATAR). Students who DO NOT sit for the English Studies HSC Examination are not eligible for the calculation of an ATAR.



# Food Technology

## Stage 6

### General Course Description

This course is designed to assist students understand the importance of food to the well-being of the individual and to the social and economic future of Australia. It provides students with an understanding of the production and processing of food. Food Technology has a practical food preparation and a research component which aims to enhance skills and knowledge in these areas and in food presentation.

### Assessment Strategies

Food preparation tasks

Practical experiments and research

Observations

Written tasks

Examinations

### Personal Requirements

Covered-in leather shoes

Apron and a hat

Access to a Kitchen

### Topics Studied

- Food availability & selection
- Food quality
- Nutrition
- The Australian Food Industry
- Food manufacture
- Food product development
- Contemporary Nutrition Issues

### Further Studies

TAFE: Diploma in Hospitality, Cert III Nutrition & Dietetic Assistance.

University: Bachelor of Business (Hospitality), Bachelor of Health Science, Bachelor of Nutrition & Dietetics.

Bachelor Science – Nutrition & Food Sciences.

### Career Pathways

Food Technologist

Dietician, Diet Supervisor, Food writer and photographer, Nutritionist, Dietary Aid Hospital catering, Bio chemist, Food Processing Technician, Nursing, Personal Trainer, Fitness Instructor.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This course is available to all students. It is NOT necessary to have studied Food Technology in Stage 5 to study this subject. Practical lessons will have to be undertaken.

# French Beginners

## General Course Description

This course is designed for students with little or no prior knowledge of the French language. The prescribed topics are studied from two interdependent perspectives:

**The personal world:** This topic will enable students to use French to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

**The French speaking communities:** This topic will enable students to make enquiries and express ideas in order to undertake activities appropriately in one or more communities where French is spoken.

## Assessment Strategies

Reading

Writing

Listening

Speaking

Formal examinations

## Personal Requirements

Good communication skills

Self motivation

## Stage 6

## Topics Studied

- About myself
- Family life
- Home and neighbourhood
- People, places & communities
- Education & work
- Friends, recreation & pastimes
- Holidays
- Travel & tourism
- Future plans & aspirations

## Further Studies

The study of French can be combined with many university courses & TAFE courses such as Hospitality and Tourism.

## Career Pathways

French is an advantage in areas such as public relations, commerce, hospitality, marketing, international relations, media and tourism.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

# French Continuers

## General Course Description

This course is designed for students who have already studied French in Stage 5. Students will improve their ability to conduct business, exchange information and express their own opinions in French.

They will gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

In addition, students will have the opportunity to develop their technology skills, by interacting with others via communications technology.

In Year 12 there is also the opportunity to enrol in the French Extension course.

## Assessment Strategies

Reading  
Writing  
Listening  
Speaking  
Formal examinations

## Personal Requirements

Good communication skills  
Self motivation

## Stage 6

## Topics Studied

- The individual
- The French-speaking communities
- The changing world

## Further Studies

The study of French can be combined with many university courses & TAFE courses such as Hospitality and Tourism.

## Career Pathways

French is an advantage in areas such as public relations, commerce, hospitality, marketing, international relations, media and tourism.

Link Program	Tertiary, Employment– Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for continuing students only.

# Geography

## General Course Description

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a course in which students develop the ability to recognise and understand environmental change and the interactions which takes place in our world.

Geography students investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The course investigates a number of modern case studies looking at traditional and modern environmental management methods.

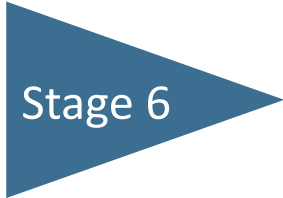
## Assessment Strategies

- Research assignments
- Formal exams

## Personal Requirements

To enjoy and achieve success in this course, students need to have an interest and curiosity about why the world’s people and their environments are so varied. Students need to have sound literacy skills as students need to write extended responses in the HSC.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Camden Haven High School students have achieved great success in HSC Geography.



## Topics Studied

- Biophysical interactions
- Global Challenges
- Development Geography
- Natural resource use
- Population Geography
- Ecosystems at Risk
- Urban Places
- People and Economic activity

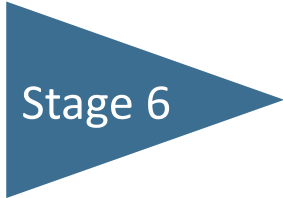
## Further Studies

- Bachelor of Earth and Environmental Science Education
- Arts
- Town Planning
- Law
- Police

## Career Pathways

- National Parks
- Wildlife officer
- Eco-tourism operator
- Teacher
- Police Officer
- Journalist
- Scientist
- Engineer
- Vet
- Town Planner
- Meteorologist.

# German Beginners



### General Course Description

This course is designed for students with little or no prior knowledge of the German language. The prescribed topics are studied from two interdependent perspectives:

The personal world: This topic will enable students to use German to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

The German speaking communities: This topic will enable students to make enquiries and express ideas in order to undertake activities appropriately in communities where German is spoken.

### Assessment Strategies

- Reading
- Writing
- Listening
- Speaking
- Formal examinations

### Personal Requirements

- Good communication skills
- Self motivation

### Topics Studied

- About myself
- Family life
- Home and neighbourhood
- People, places & communities
- Education & work
- Friends, recreation & pastimes
- Holidays
- Travel & tourism
- Future plans & aspirations

### Further Studies

The study of German can be combined with many university courses & TAFE courses such as Hospitality and Tourism.

### Career Pathways

German is an advantage in areas such as public relations, commerce, hospitality, marketing, international relations, media and tourism, education and engineering.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

# German Continuers

## Stage 6

### General Course Description

This course is designed for students who have already studied German in Stage 5 or have equivalent skills due to a family background. Students will improve their ability to conduct business, exchange information and express their own opinions in German.

They will gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

In addition, students will have the opportunity to develop their technology skills by interacting with others via communications technology.

### Assessment Strategies

Reading  
Writing  
Listening  
Speaking  
Formal examinations

### Personal Requirements

Good communication skills  
Self motivation

### Topics Studied

- The individual
- The German-speaking communities
- The changing world

### Further Studies

The study of German can be combined with many university courses & TAFE courses such as Hospitality, Tourism and STEM subjects.

### Career Pathways

German is an advantage in areas such as public relations, commerce, hospitality, marketing, international relations, media and tourism, education and engineering.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for continuing students only.

# Indonesian Beginners

## General Course Description

This course is designed for students with little or no prior knowledge of the Indonesian language. The prescribed topics are studied from two interdependent perspectives:

**The personal world:** This topic will enable students to use Indonesian to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

**The Indonesian speaking communities:** This topic will enable students to make enquiries and express ideas in order to undertake activities appropriately in one or more communities where Indonesian is spoken.

## Assessment Strategies

Reading  
Writing  
Listening  
Speaking  
Formal examinations

## Personal Requirements

Good communication skills  
Self motivation

## Stage 6

## Topics Studied

- About myself
- Family life
- Home and neighbourhood
- People, places & communities
- Education & work
- Friends, recreation & pastimes
- Holidays
- Travel & tourism
- Future plans & aspirations

## Further Studies

The study of Indonesian can be combined with many university courses & TAFE courses such as Hospitality and Tourism.

## Career Pathways

Indonesian is an advantage in areas such as public relations, commerce, education, marketing, international relations, media and tourism, foreign aid and military.

Link Program	Tertiary, Employment– Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

# Information Processes and Technology

## General Course Description

This course teaches students about information-based systems and the role they play in society. The theoretical components of this course look at how to plan and create computer solutions in a variety of areas of study. Students also develop an understanding of the technologies used when creating and using computer solutions. Software used during this course includes Microsoft Office including databases and spreadsheets, Adobe Creative suite especially Dreamweaver and Photoshop movie and audio editing software.

## Assessment Strategies

Project work as individuals

Presentations

Research activities

Examinations

## Personal Requirements

Students should have a desire to learn and use a variety of different technologies and software applications. They should seek to expand their ideas of technology to become creators instead of simply users.

Access to a computer with internet.

Preference for Windows operating systems.

## Stage 6

## Topics Studied

### Year 11 Course

- Introduction to Information Skills and Systems
- Tools for Information Processes
- Developing Information Systems

### Year 12 Course

- Project Management
- Information Systems and Databases
- Communication Systems
- Decision Support Systems
- Multimedia Systems

## Further Studies

TAFE

University

On the job training

## Career Pathways

Business Equipment, Cabling & Equipment, Installation Communications, Design, Computer Engineering, Network Administration, Computer Technical support, Graphic Design, Printing and Publishing, Telecommunications, Website design, Computer/Data Entry Operator, Security Systems Installations, Computer Technician, Office Administration

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Stage 5 Information and Software Technology is a good foundation but not a requirement for the study of this subject.



# Investigating Science

## General 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, this 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.

### Year 11 students:

Develop knowledge and understanding of cause and effect.  
Develop knowledge and understanding of models, theories and laws.

### Year 12 students:

Develop knowledge and understanding of science and technology.  
Develop knowledge and understanding of contemporary issues involving science.

## Assessment Strategies

Practical investigation field studies  
In-depth research studies  
Examinations

## Personal Requirements

An inquisitive mind. Sound organisational skills and an interest in the scientific world. Seeing science in the everyday world around them.

## Stage 6

## Topics Studied

### Year 11

- Module 1: Cause and Effect – Observing
- Module 2: Cause and Effect – Inferences and Generalisations
- Module 3: Scientific Model
- Module 4: Theories and Laws

**\* 30 hours must be allocated to depth studies within the 120 indicative course hours.**

### Year 12

- Module 5: Scientific Investigations
- Module 6: Technologies
- Module 7: Fact or Fallacy?
- Module 8: Science and Society

**\* 30 hours must be allocated to depth studies within the 120 indicative course hours.**

## Further Studies

Develops investigative and research skills that will benefit further study.

## Career Pathways

Science Journalism, Communication Studies, Humanities, Teaching.

Link Program	Tertiary, Employment - Career, Job
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This can be combined with any other HSC Science course.

# Italian Beginners

## Stage 6

### General Course Description

This course is designed for students with little or no prior knowledge of the Italian language.

The prescribed topics are studied from two interdependent Perspectives:

**The personal world:** This topic will enable students to use Italian to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

**The Italian speaking communities:** This topic will enable students to make enquiries and express ideas in order to undertake activities appropriately in communities where Italian is spoken.

### Assessment Strategies

Reading  
Writing  
Listening  
Speaking  
Formal examinations

### Personal Requirements

Good communication skills  
Self motivation

### Topics Studied

- About myself
- Family life
- Home and neighbourhood
- People, places & communities
- Education & work
- Friends, recreation & pastimes
- Holidays
- Travel & tourism
- Future plans & aspirations

### Further Studies

The study of Italian can be combined with many university courses & TAFE courses such as Hospitality and Tourism.

### Career Pathways

Italian is an advantage in areas such as public relations, commerce, hospitality, marketing, international relations, media and tourism.

Link Program	Tertiary, Employment - Career, Job
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

# Japanese Beginners

## Stage 6

### General Course Description

This course is designed for students with little or no prior knowledge of the Japanese language.

The prescribed topics are studied from two interdependent perspectives:

**The personal world:** This topic will enable students to use Japanese to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

**The Japanese speaking communities:** This topic will enable students to make enquiries and express ideas in order to undertake activities appropriately in communities where Japanese is spoken.

### Assessment Strategies

Reading  
Writing  
Listening  
Speaking  
Formal examinations

### Personal Requirements

Good communication skills  
Self motivation

### Topics Studied

- About myself
- Family life
- Home and neighbourhood
- People, places & communities
- Education & work
- Friends, recreation & pastimes
- Holidays
- Travel & tourism
- Future plans & aspirations

### Further Studies

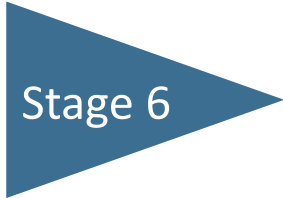
The study of Japanese can be combined with many university courses & TAFE courses such as Hospitality and Tourism, Commerce, Business.

### Career Pathways

Japanese is an advantage in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

# Japanese Continuers



### General Course Description

This course is designed for students who have already studied Japanese in Stage 5. Students will improve their ability to conduct business, exchange information and express their own opinions in Japanese.

They will gain an insight into the culture and language of Japanese speaking communities through the study of a range of texts.

In addition, students will have the opportunity to develop their technology skills by interacting with others via communications technology.

### Assessment Strategies

- Reading
- Writing
- Listening
- Speaking
- Formal examinations

### Personal Requirements

- Good communication skills
- Self motivation

### Topics Studied

- The individual
- The Japanese-speaking communities
- The changing world

### Further Studies

The study of Japanese can be combined with many university courses & TAFE courses such as Hospitality and Tourism

### Career Pathways

Japanese is an advantage in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for continuing students only.

# Legal Studies

## General Course Description

Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students will develop an understanding of legal concepts and the way the law functions in our society.

Students will also develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all of us.

## Assessment Strategies

- Research investigation
- Source analysis
- Written extended responses
- Examinations

## Personal Requirements

- Interest in the Law
- Interest in Human Rights
- Interest in the Court System
- Good study habits

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students acquire knowledge and understanding essential to develop an appreciation of legal issues and requirements that have shaped the modern world.

## Stage 6

## Topics Studied

### Year 11 Course

The legal system:

- Basic legal concepts
- Sources of contemporary Australian law
- Classification of law
- The individual and the law
- Your rights and responsibilities
- Resolving disputes
- Contemporary issue: the individual and technology

### Year 12 Course

Crime:

- The nature of crime
- The criminal investigation process
- The criminal trial process
- Sentencing and punishment
- Young offenders
- International crime human rights
- The nature and development of human rights
- Promoting and enforcing human rights
- Family

## Further Studies

TAFE, Tertiary

## Career Pathways

Solicitor, Barrister and Judge Police Officer, Medicine, Teacher, Youth/ Social Worker.

# Mathematics Extension 2

## General Course Description

### The study of Mathematics Extension 2 in Stage 6:

Provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.

Provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level.

Provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

### Assessment Strategies

Written tasks

Tests and Examinations

Practical Tasks

### Personal Requirements

Equipment: Students must provide a scientific calculator (available through the school or by private purchase).

## Stage 6

## Topics Studied

### Year 12

- The Nature of Proof
- Further Proof by Mathematical Induction
- Further work with Vectors
- Introduction to Complex Numbers
- Using Complex Numbers
- Further Integration
- Mechanics

## Further Studies

Tertiary

## Career Pathways

Numerous: Many careers with a tertiary qualification with a major in mathematics require a working knowledge of this course.

Link Program	Tertiary, Career
Type of course	Board Developed
Duration / Hours	1 year / 60 hours
Unit Value	1 unit
ATAR category	Category A
General Information	This course must be studied concurrently with Extension 1 mathematics and it is only available in the HSC year.

# Mathematics Extension 1

## General Course Description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. This course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Introductory concepts and techniques of differential and integral calculus form a strong basis of the courses and are developed and used across the courses through a range of applications.

This course gives students a thorough understanding of and competency in, aspects of mathematics including many that are applicable to the real world.

It is a recommended 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.

## Assessment Strategies

Written tasks

Tests and Examinations

Practical Tasks

## Personal Requirements

Equipment: Students must provide a scientific calculator (available through the school or by private purchase).



Stage 6

## Topics Studied

### Year 11

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

### Year 12

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

## Further Studies

Tertiary

## Career Pathways

Careers with a tertiary qualification with a major in Mathematics require a working knowledge of this course.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 120 hours
Unit Value	1 unit in each Year 11 and Year 12
ATAR category	Category A
General Information	This course must be studied concurrently with Mathematics Advanced. It is a prerequisite for Mathematics Extension 2 in Year 12.

# Mathematics Advanced

## General Course Description

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. This course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

## Assessment Strategies

Written tasks

Tests and Examinations

Practical Tasks

## Personal Requirements

Equipment: Students must provide a scientific calculator (available through the school or by private purchase).

## Stage 6

## Topics Studied

### Year 11

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

### Year 12

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

## Further Studies

TAFE, Tertiary

## Career Pathways

Careers with a tertiary qualification that require a working knowledge of Mathematics in their course. For example, Engineering and Science subjects.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / hours	2 years / 240 hours
Unit Value	2 units
ATAR cat.	Category A
General Information	Students who do not have a solid grasp of the Stage 5 5.3 course, experience difficulties with the content of this course.



# Mathematics Standard

## General Course Description

The Mathematics Standard courses are focussed on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent Year 12 (HSC) subjects.

At the completion of the Year 11 course, students continue their Year 12 studies in either the Mathematics Standard 1 or Mathematics Standard 2 pathway.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training.

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

## Assessment Strategies

Written tasks  
Tests and examinations  
Practical tasks

## Personal Requirements

Students require a scientific calculator.  
It is recommended that students wishing to study Mathematics Standard 1 in Year 12 have a solid grasp of the Stage 5, 5.1 course. For those students wishing to attempt Mathematics Standard 2 in Year 12, having a solid grasp of the Stage 5, 5.2 course is recommended.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / hours	2 years / 240 hours
Unit Value	2 units
ATAR cat.	Category A
General Information	Mathematics Standard 1 and 2, Year 12 are Board developed externally examined courses. Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark may be used by the Universities Admissions Centre to contribute to the student's ATAR as a Category B course.

## Stage 6

## Topics Studied

- Algebra
- Formulae and Equations
- Linear Relationships
- Measurement
- Applications of Measurement
- Working with Time
- Financial Mathematics
- Money Matters
- Statistical Analysis
- Data Analysis
- Relative Frequency and Probability

## Further Studies

TAFE  
Tertiary

## Career Pathways

Numerous—many careers with a tertiary qualification require a working knowledge of the mathematics in this course.

# Modern History

## Stage 6

### General Course Description

The study of Modern History is an inquiry into past human experience to gain an understanding of the present. The Year 11 course develops knowledge of how historians use evidence to make assumptions on different time periods and personalities. There are two case studies: Tiananmen Square and Romanovs. This is followed by an historical investigation and an investigation into the world at the beginning of the twentieth Century. The Year 12 course will contain a core study (WWI: 1914-1919); the study of well known personality, (Trotzky); a national study; (Russia, Soviet Union: 1917-41); as well as an international study of peace and conflict in Indo China.

### Assessment Strategies

Research investigation

Source analysis

Written extended responses

Examination

### Personal Requirements

An interest in historical sources

An interest in World European history

Good study habits

### Topics Studied

#### Year 11 Course

- The decline and fall of The Romanovs
- The investigation of historic sites and sources
- Indo China
- The contestability of the past
- Making contact with the Pacific
- WW1 1914-1919

#### Year 12 Course

- Russia and the Soviet Union 1917-1941
- Conflict in Indochina 1954-1979
- Civil rights in the USA 1945-1968
- Power and Authority in the Modern World 1919-1946

Link Program	Tertiary, Career, Employment
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students acquire the knowledge and understanding essential in developing an appreciation of forces that have shaped the modern world.

### Further Studies

Tertiary

TAFE

### Career Pathways

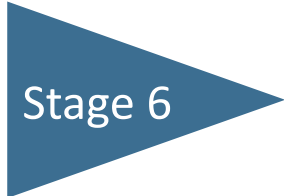
Politics

Museum/Library work

Teaching

Further Education

# Music 1



## General 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.

## Assessment Strategies

Performance as a soloist or in a group on instrument or voice.  
 The composition of student’s own work based on topics of study.  
 A musicology “Viva Voce” discussion with the teacher about the topic. Aural skills are also formally examined by listening to recordings and responding to questions about the concepts of music.

## Personal Requirements

An ability to play an instrument or sing, or the determination to learn how.  
 Personal discipline to practise your instrumental or vocal skill.  
 An open attitude to musical styles and the desire to learn about different types of music.

## Topics Studied

Most common topics studied are:

- Australian Music
- Music of the 20th & 21st Centuries
- Rock
- Jazz
- Popular Music
- Music for radio, film, TV and multimedia

## Further Studies

Music  
 Music Education  
 Creative Industries Entertainment  
 Sound Engineering

## Career Pathways

Musician  
 Music Teacher  
 Composer  
 Audio Engineer

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	There is no prerequisite for this subject.

# Personal Development, Health, Physical Education

## General Course Description

This course provides opportunities for students to learn about and practise ways of adopting and maintaining a healthy, productive and active lifestyle.

It also includes a major focus on key issues relating to Australia's health status and factors that affect physical performance.

## Assessment Strategies

Research projects

Critical enquiry in tasks

Semester examinations

## Personal Requirements

An interest and appreciation for personal health and physical activity.

A capacity to think critically about a range of health and sports performance issues.

Well organised

Sound study habits

## Stage 6

## Topics Studied

- Better health for individuals
- The body in motion
- First Aid
- Composition and performance
- Fitness choices
- Outdoor Recreation
- Health priorities in Australia
- Factors effecting performance
- Sports medicine
- Improving performance
- The health of young people
- Equity and Health

## Further Studies

TAFE

Tertiary

## Career Pathways

Health & Physical Education

Teaching Health Sciences (physio, nursing, sports medicine)

Sports Administration

Sports Management

Sports Coaching

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This is a theoretically based subject.

# Physics

## General Course Description

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. Physics challenges our imaginations with concepts, like relativity and it leads to great discoveries, like computers and lasers, which lead to technologies than can change our lives - from healing joints, to curing cancer, to developing sustainable energy solutions. Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles.

Year 11 and Year 12 Physics Courses offer an exciting opportunity to engage with Physics, develop problem-solving skills and gain a better understanding of the world around us. The content is designed to be relevant to day to day life with emphasis placed on real world situations.

## Assessment Strategies

Achievement is assessed through a range of challenging, but engaging, investigations and research tasks, as well as formal examinations in preparation for the HSC.

You will complete an in-depth study of your choosing that is related to the topics you will be studying.

## Personal Requirements

Excellent mathematical skills with ongoing study in this area.

Attention to detail.

The pursuit of excellence.

A willingness to learn.

An interest in how things work.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Recommended for students who have selected a career pathway in this field.

## Stage 6

## Topics Studied

### Year 11 Course

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Energy and Magnetism

### Year 12 Course

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

## Further Studies

University: Sciences, Engineering, Mathematics, Design and Health.

## Career Pathways

Engineering  
 Medical Sciences  
 Veterinary  
 Life Sciences  
 Environmental Management  
 Teaching  
 Mining

# Society and Culture

## General Course Description

The goal of Society and Culture is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. It draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.

This course has direct relevance to the immediate needs of students, their interests and to their future lives by enabling them to develop an understanding of themselves, their own society and culture and the societies and cultures of others leading to cultural literacy.

Society and Culture is a conceptually based course that promotes an awareness of the cultural continuities and changes within societies and cultures. It provides students with the skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures. It promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.

## Assessment Strategies

Research Projects

Multiple Choice and Short Answer Questions

Written extended responses (Essays)

Examinations

## Personal Requirements

An interest in Cultures, Societies and People.

An interest in Communication and Research Skills.

An interest in learning about yourself.

## Stage 6

## Topics Studied

### Year 11 Course

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

### Year 12 Course

- Personal Interest Project (core)
- Social and Cultural Continuity and Change (Core)

Two Depth Studies from:

- Popular Culture
- Belief Systems and Ideologies

## Further Studies

Tertiary - various bachelor degrees  
TAFE

## Career Pathways

All jobs working with people - especially media, communications, the arts, teaching, nursing, social work, psychology, police force, higher education.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students acquire the knowledge and understanding essential in developing an appreciation of society, culture, people, environment and events that have shaped the modern world.

# Software Design and Development

## Stage 6

### General Course Description

The focus of Software Design and Development is the creation of computer based solutions that require the design of computer software. This includes website development at code level and multimedia programming of games and animations. Students will gain programming skills and the knowledge of the underlying principles of software design and development. Emphasis is placed on project management.

### Assessment Strategies

Completion of theory and practical work

Creating programming solutions

Written exams

### Personal Requirements

Interested in learning programming languages.

The ability to be creative and spend time solving programming problems.

Access to a computer with internet.

The course will be delivered under the Windows operating system.

### Topics Studied

- Concepts & Issues in the Design & Development of Software
- Introduction to Software Development
- Developing Software Solutions
- Programming languages
- Javascript
- Python3

### Further Studies

TAFE: Certificates, Diploma University:  
IT, Computer Engineering

### Career Pathways

Computer engineering  
Website design & development  
Project management  
Content management  
Communication systems Education

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This course is available to all students. It is NOT necessary to have studied Information Software and Technology to study this subject.

# Spanish Beginners

## General Course Description

This course is designed for students with little or no prior knowledge of the Spanish language. The prescribed topics are studied from two interdependent perspectives:

**The personal world:** This topic will enable students to use Spanish to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

**The Spanish speaking communities:** This topic will enable students to make enquiries and express ideas in order to undertake activities in one or more communities where Spanish is spoken.

## Assessment Strategies

Reading  
Writing  
Listening  
Speaking  
Formal examinations

## Personal Requirements

Good communication skills  
Self motivation

## Stage 6

## Topics Studied

- About myself
- Family life
- Home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays
- Travel and tourism
- Future plans and aspirations

## Further Studies

The study of Spanish can be combined with many university courses and TAFE courses such as Hospitality and Tourism.

## Career Pathways

Spanish is an advantage in areas such as public relations, commerce, hospitality, marketing, international relations, media and tourism.

Link Program	Tertiary, Career, Fast, Job
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.



# Textiles and Design

## Stage 6

### General Course Description

This course is designed to enable students to understand and appreciate the nature and significant role that textiles play in society. It has a major practical component that develops confidence and skills in the selection, design, manufacture and application of textile items.

### Assessment Strategies

- Major Textile Project (and accompanying documentation)
- Practical experiments and research
- Written tasks
- Examinations

### Personal Requirements

- Access to a sewing machine and equipment is essential.
- Materials for project.
- Basic sewing skills are an advantage.

### Topics Studied

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

### Further Studies

TAFE: Cert IV, Diploma, Advanced Diploma in Fashion Design and Technology.

### Career Pathways

- Fashion Designer
- Retail Buyer
- Graphic Designer
- Textile Researcher
- Textile Technologist
- Theatre and Stage

### STEM Applications

- Textile fibre, yarn and fabric innovations
- E-Textiles and Smart Textiles
- Technological change in Textile machinery
- Environmental sustainability
- E-commerce

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This course is available to all students. It is NOT necessary to have studied Textiles Technology to study this subject. Practical lessons will have to be undertaken.

# Visual Arts

## Stage 6

### General Course Description

The Visual Arts Stage 6 course involves students in art making, art criticism and art history. It is designed to foster the development of an informed appreciation of all forms of the visual arts. Students develop their own artwork culminating in a 'body of work'. They critically and historically investigate artists and artworks from Australia and those of other cultures, traditions and times. The Year 11 course is more broadly based while the Year 12 (HSC) course provides for deeper and more complex investigations.

### Assessment Strategies

Assessment is based on a variety of performance strategies:

Students verbally discuss their art making.

Students investigate other artists and their works in written tasks both short answer and extended essays.

Students create artworks culminating in a 'body of works'.

Students critically analyse their own works and those of other artists, designers and architects.

### Personal Requirements

Personal discipline to develop the skills required in their chosen media to produce an accomplished 'body of works'.

Ability to verbally describe artworks and articulate concepts related to this study.

An open attitude to artistic styles, including the contemporary, and the desire to learn about artists and their works.

### Topics Studied

- "Still Life" - Social and Political issues
- Conflict: Picasso's 'Guernica' and other related works
- "The Archibald" - the modern Portrait and contemporary issues
- "Artists and their world"
- "Shock Horror": artworks which have shocked their audience
- "Creating Meaning"

### Further Studies

Tertiary: Applied Arts, Design & Architecture

TAFE: Diploma courses

### Career Pathways

Commercial Artist  
Visual Arts Teacher  
Industrial Designer  
Graphics (Publishing)  
Architect

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students do not need to have studied Visual Arts in Stage 5.

## PART 4 | SUBJECT DESCRIPTORS



# VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

VOCATIONAL EDUCATION AND TRAINING COURSES - CATEGORY B	Page
Business Services	58
Information and Digital Media Technology	61
Retail Services	64

***NOTE: Only one of these courses may be included in the calculation of your ATAR. All have mandatory work placement.***

# Business Services

## Certificate II Business BSB20115

### General Course Description

This course is designed for students who want to work in the business industry and provides an opportunity to obtain credit towards a national vocational qualification.

Students will be able to gain skills in office administration, business communication, safe work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries.

### Assessment Strategies

Observation

Written tasks

Competency tests

Integrated practical tasks

### Personal Requirements

Good communication skills

Enjoy working with people

Attention to detail

## Stage 6

### Topics Studied

- Communication in the workplace
- Service delivery to customers
- Effective work practices in a business environment
- Process & maintain workplace information
- Contribute to the health & safety of self and others
- Participate in environmentally sustainable work practices
- Organise & complete daily work activities
- Work effectively with others
- Use business technology
- Handle mail
- Develop keyboard skills
- Produce simple word processed documents
- Create & use spreadsheets
- Communicate electronically

### Further Studies

TAFE: Range of Certificate III qualifications, Diploma in Business,  
University: Bachelor in Business

### Career Pathways

Administration Assistant, Clerical Worker, Data Entry Operator, Information Desk Clerk, Office Junior, Receptionist.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category B (if sitting optional HSC exam)
General Information	This is a nationally recognised qualification. Certificate II Business BSB20115 A school based traineeship is available. 70 hours mandatory work placement (35 hours minimum per year).

## BSB20115 Certificate II in Business (BSBv2)

Statement of Attainment towards BSB20115 Certificate II in Business (BSB - Business Services Training Package -Version 2.0)

### 2019 STAGE 6 COURSE DESCRIPTION – BUSINESS SERVICES

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision. \.			
Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
<p><b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the business administration and support industry. Students who are assessed as competent in sufficient units below will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <a href="#">Australian Apprenticeship Pathways</a></p>	

<p><b>Course structure:</b> The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i></p>			
Compulsory/Core Units – HSC Examinable		Elective Units	
BSBWHS201	Contribute to health and safety of self and others	BSBWOR202	Organise and complete daily work activities
BSBCUS201	Deliver a service to customers	BSBWOR203	Work effectively with others
BSBIND201	Work effectively in a business environment	BSBINM202	Handle mail
BSBINM201	Process and maintain workplace information	BSBITU201	Produce simple word processed documents
TLIP2029	Prepare and process financial documents	BSBITU202	Create and use spreadsheets
BSBSUS201	Participate in environmentally sustainable work practices	BSBWOR204	Use business technology
BSBINN201	Contribute to workplace innovation	BSBITU307	Develop keyboarding speed and accuracy

**Course contribution (to be made directly to school):**      \$[Insert Contribution Amount]  
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.  
*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*

**Course specific resources and equipment:**  
 Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.  
*Please discuss with your school if you are unable to, or have difficulty meeting these requirements.*

- [Insert any school specific requirements and equipment]

**Exclusions:**

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

## Assessment and course completion

### Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

### Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

### Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

### Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

### Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

### N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

### Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

### Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

### Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

### School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

*By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).*

# Information and Digital Media Technology

Statement of Attainment towards Cert III in Information, Digital Media & Technology ICA 30115

## General Course Description

The Information and Digital Media Technology course offers students training in a broad range of industry skills that will assist them in gaining employment in the IDT field. Students learn how to build content for and administer simple web sites; effectively use a range of software packages; install and optimise operating system software and gain experience in using social media tools for collaboration and engagement.

## Assessment Strategies

Competency based assessment- students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the IDT industry.

Practical tasks

Research

Written examinations

## Personal Requirements

Access to a computer with necessary software and internet.

Computers supplied through DEC have the software pre-installed.

## Stage 6

## Topics Studied

- Work health and safety in the IT industry
- Installing software
- Care for computer hardware
- Running standard diagnostic tests
- Working effectively in a IDT environment
- Using software packages
- Building simple websites
- Producing digital images for the web

## Further Studies

TAFE Certificates and Diploma  
Tertiary: Bachelor of Information Technology

## Career Pathways

Basic personal computer (PC) support  
Network/system  
Administration Help desk roles  
Retailing or vendor support

Link Program	Tertiary, Employment - Career, Job
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category B (if sitting optional HSC exam)
General Information	This course is available to all students. It is NOT necessary to have studied Information Software and Technology in stage 5 to study this subject. 70 hours mandatory work placement (35 hours minimum per year).

**ICT30115 Certificate III in Information, Digital Media & Technology (ICT release 2)**  
Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology  
(ICT Release 2 )

**Web and software applications stream**

**2019 STAGE 6 COURSE DESCRIPTION – INFORMATION & DIGITAL TECHNOLOGY**

This Course is available as:	2Unit x 1year 120 hours	2Unit x 2years 240 hours	4Unit x 1year 240 hours	2Unit x 1 Year 120 hours specialisation study
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the <b>volume of learning</b> and the <b>amount of training</b> for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.				
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>				
<b>Board Developed Course</b>	<b>Category B</b> status for Australian Tertiary Admission Rank (ATAR)			
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.				
<b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the information technology & digital media industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>				
<b>Course structure:</b> The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>				
<b>Compulsory/Core Units</b>		<b>Web and software applications stream</b>		
BSBWHS304	Participate effectively in WHS communication and consultation processes	ICTICT203	Operate application software packages	
ICTICT202	Work and communicate effectively in an ICT environment	ICTICT308	Use advanced features of computer applications	
ICTICT302	Install and optimise operating system software	ICTWEB302	Build simple websites using commercial programs	
ICTSAS301	Run standard diagnostic tests	<i>Students must complete a 240hour course and a 180 hour specialisation study to achieve a full Certificate III qualification</i>		
ICTICT301	Create user documentation			
<b>Possible electives</b>				
ICTWEB301(E) (Web focus only)	Create a simple markup language document	ICTWEB303(E)	Produce digital images for the web	
*BSBSUS401(E) (Application focus only- core unit)	Implement and monitor environmentally sustainable work practices <i>*Unit is core to the training package if teaching the full Cert III specialisation study</i>	ICTWEB201(E)	Use social media tools for collaboration and engagement	
<b>Specialisation to achieve a Certificate III in Information and Digital Media Technology requires additional units of 180 hour –3 units – 1 year</b>				
<b>Course contribution (to be made directly to school):</b> \$[Insert Contribution Amount] Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> 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>				
<b>Course specific resources and equipment:</b> Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>			<ul style="list-style-type: none"> <li>[Insert any school specific requirements and equipment]</li> </ul>	



**Exclusions:**

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

**Assessment and course completion**

**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

**Credit Transfer and Recognition of Prior Learning (RPL)**

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

**Mandatory Work Placement**

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

**Optional HSC examination**

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

**Specialisation studies**

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

**N Determinations**

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

**Appeals**

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

**Qualification changes and updates**

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

**Foundation skills:**

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

**School-based Apprenticeships and Traineeships (SBATs)**

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

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# Retail Services

## Certificate III Retail Services SIR30216

### General Course Description

This course is designed for students to develop the skills and knowledge to become an effective employee in various retail store settings, such as speciality stores, supermarkets, department stores and retail fast food outlets. Sales assistants aim to encourage customers in retail businesses to buy and return to buy again. They advise customers on the price, location, selection, use and care of goods available in the store, as well as offering services such as laybys and delivery to provide good customer service.

### Assessment Strategies

Observation

Written tasks

Competency tests

Integrated practical tasks

### Personal Requirements

Good communication skills

Enjoy working with people

Attention to detail

## Stage 6

### Topics Studied

- Engage the Customer
- Assist with customer difficulties
- Build customer relationships and loyalty
- Work effectively in a team
- Work effectively in a service environment
- Identify and respond to security risks
- Sell to the retail customer
- Contribute to workplace health and safety
- Receive and handle retail stock
- Follow point-of-sale handling procedures
- Produce visual merchandise displays
- Advise on products and services

*Either:*

- Balance and secure point-of-sale terminal
- Organise and maintain the store environment

*or*

- Support marketing and promotional activities
- Work with diverse people

### Further Studies

TAFE: Certificate IV- Retail Diploma

University: Bachelor in Business

### Career Pathways

Sales Assistant, Retail Assistant (Office), Sales Administrator, Supervisor, Trainee, Retail Store Manager, Retail Buyer.

Link Program	Tertiary, Employment - Career, Job
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category B (if sitting optional HSC exam)
General Information	NTIS—this is a nationally recognised qualification Certificate III Retail Services SIR30216. A school based traineeship is available. 70 hours mandatory work placement (35 hours minimum per year).

**SIR30216– Retail Services Training Package (Release 2.0)**  
**Certificate III in Retail or statement of Attainment**  
**2019 STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES**

This Course is available as	2U x 1year 120 Hour	2U x 2 year240 Hour	4U x 1 year 240 hour
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.			

<b>Board Developed Course</b>	<b>Category B</b> status for Australian Tertiary Admission Rank (ATAR)
This course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
<p><b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the retail services and customer service industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a></p>	

<b>Course structure:</b> The course structure will be based on SIR30216			
Compulsory/Core Units	HSC Examinable*	Elective Units	
	Units of competency		
SIRXCEG001	Engage the Customer	SIRRINV001	Receive and handle retail stock
SIRXCEG002	Assist with customer difficulties	SIRXSLS002	Follow point-of-sale handling procedures
SIRXCEG003	Build customer relationships and loyalty	SIRRMER001	Produce visual merchandise displays
SIRXCOM002	Work effectively in a team	SIRXPDK001	Advise on products and services
SIRXIND001	Work effectively in a service environment	SIRRRTF001	Balance and secure point-of-sale terminal
SIRXRSK001	Identify and respond to security risks	SIRXIND002	Organise and maintain the store environment
SIRXSLS001	Sell to the retail customer		
SIRXWHS002	Contribute to workplace health and safety		
<p><b>Course contribution (to be made directly to school):</b>     <b>[\$[Insert Contribution Amount]</b></p> <p>Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.  <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p> <p><b>Refunds:</b> 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></p>			
<p><b>Course specific resources and equipment:</b></p> <p>Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.  <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>		<ul style="list-style-type: none"> <li><b>[Insert any school specific requirements and equipment]</b></li> </ul>	
<p><b>Exclusions:</b></p> <p>VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>  <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>			

## Assessment and course completion

### Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

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### Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

### Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

### Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

### N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

### Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

### Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

### Foundation Skills

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

### School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

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## PART 4 | SUBJECT DESCRIPTORS



# BOARD ENDORSED STUDIES

(NON-ATAR)

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# Computer Applications

## Stage 6

### General Course Description

This course is designed to give students the necessary skills to understand, master and manage the range of information and communication technologies they will encounter in everyday life. It provides basic practical use across a range of software. It is for students who currently have little experience with computers and software.

### Assessment Strategies

Practical tasks

Research

Projects

### Personal Requirements

Access to a computer with internet.

### Topics Studied

- Hardware and Software Graphics
- Spreadsheets
- Desktop publishing
- Databases
- Communication
- Multimedia

### Further Studies

TAFE Certificates in Information Technology

### Career Pathways

Basic personal computer (PC) support  
Office work  
Retail industry

Link Program	Employment - Career, Job; Fast
Type of course	Content Endorsed
Duration / Hours	1 year / 120 hours
Unit Value	2 units
ATAR category	Non ATAR
General Information	This course is available to all students. Computer Applications should only be considered by students who have had minimal experience with computing from Years 7 to 10.

# Exploring Early Childhood

## Stage 6

### General Course Description

This course introduces students to the concept of childhood by exploring children's growth and development from conception to the early school years. By completing this course students will develop an understanding of the importance of the early childhood years. Students will gain an appreciation of the role of families and communities in providing opportunities for young children in nurturing and challenging environments.

### Assessment Strategies

Written & oral reports

Group presentations

Yearly examination

### Personal Requirements

An interest and appreciation for young children and parenting skills.

A keen interest in learning how to be a better parent.

Organisational skills.

An interest in learning about young children.

### Topics Studied

- Child growth and development
- Physical and emotional development
- Importance of play
- Learning values of young children
- Positive interactions with young children
- Childhood health and safety

### Further Studies

Early Childhood centres

TAFE

### Career Pathways

Early Childhood Teacher

Teaching

Nursing

Child Counsellors

Primary Teaching

Link Program	Employment - Career, Job
Type of course	Content Endorsed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Non ATAR
General Information	This course is a Non ATAR CEC.

# Industry Based Learning (IBL)

## General Course Description

Industry Based Learning is a program that provides support for school based apprenticeships and traineeships - SBATs. It is work focussed and prepares students for a career in the identified industry. Delivery of this course occurs both on-the-job and off-the-job.

A student must be undertaking a SBAT to enrol in this subject.

## Assessment Strategies

Workplace visits by training staff

Workplace assessment by employer

Log book of hours and work activities

Reflective tasks specific to the industry

## Personal Requirements

An ability to be actively involved in the workplace.

Good communication skills.

A strong work ethic.

Able to find transport to and from the workplace.

## Stage 6

## Topics Studied

- The workplace
- Workplace safety
- Career pathways
- Industry research - work conditions
- Job applications
- Workplace competency
- Employability skills

## Further Studies

Certificate III and IV Diploma in the selected industry.

## Career Pathways

Industry based linear pathway leading to advanced training.

Link Program	Employment - Career, Job
Type of course	Content Endorsed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Non ATAR
General Information	Students will meet employability outcomes through their Log books and reflective tasks. Course work will be based on the industry in which the apprenticeship or traineeship occurs. On the job assessment may occur during workplace visits and employer evaluations.



# Marine Studies

## General Course Description

The oceans cover more than 70% of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

## Assessment Strategies

Formal exams

Research tasks

Field studies

## Personal Requirements

Students need a genuine interest in the oceans.

Well organised and conscientious in completing course work.

## Stage 6

## Topics Studied

- Marine Safety and First Aid
- Dangerous Marine Creatures
- The Marine Environment
- Life in the Sea
- Humans in Water
- Marine and Maritime Employment
- Seafood Handling
- Anatomy & Physiology of Marine Organisms
- Skin Diving and diving science
- The Marine Aquarium
- Estuarine Studies
- Coral Reef Ecology
- Sea birds of our Coast
- Marine Archaeology

Link Program	Employment - Career, Job
Type of course	Content Endorsed
Duration / Hours	1 year /120 hours
Unit Value	2 units
ATAR category	Non ATAR
General Information	This subject can be studied in Year 11 and/or 12 as a 2 unit course.

## Further Studies

Links to tertiary study and vocational pathways

## Career Pathways

Aquaculture; Eco-tourism  
Conservation, Stevedoring Shipping, Fishing, Marine Biology

# Sport Lifestyle and Recreation

## General Course Description

By completing this course students will develop an understanding of the importance of a healthy and active lifestyle.

It focuses on those aspects of learning that relate most closely to participation in sport and physical activity.

## Assessment Strategies

Practical Tasks

Written & verbal reports

Topic tests

## Personal Requirements

An interest and appreciation for physical activities and sporting skills.

A keen interest in adapting to a better lifestyle.

An interest in learning more about human movement.

Organisation Skills.

## Stage 6

## Topics Studied

- Aquatics
- Athletics
- Dance
- First aid & sport injuries
- Fitness
- Gymnastics
- Healthy lifestyles
- Individual performance activities
- Outdoor recreation
- Resistance training
- Social perspectives
- Sports administration
- Sports coaching & training

## Further Studies

Fitness centres

TAFE: Community Recreation

Tertiary: Physical Education

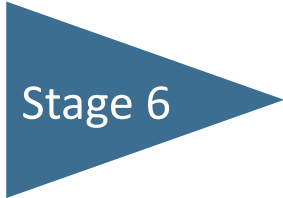
## Career Pathways

Sports Science

Sport & Recreation industry

Link Program	Employment - Career, Job
Type of course	Content Endorsed
Duration / Hours	2 year / 240 hours
Unit Value	2 units
ATAR category	Non ATAR
General Information	Students do not need to have concurrently studied PDHPE.

# Visual Design



### General Course Description

This course involves students in the making, criticism and historical study of a number of design disciplines. It is designed to foster the development of an informed appreciation of all forms of visual design. Students develop a number of works in a variety of media. They learn about advertising and mass production processes and create works which show deep investigations into these processes. Starting with design elements and principles, the students create works which are appealing to a targeted audience.

### Assessment Strategies

Assessment is based on a variety of performance strategies. Students verbally discuss their designs. Students investigate other designers and their works in written tasks - both short answer and extended essays. Students create works utilising software like 'Photoshop' and 'In Design' as well as hand coloured drawings. Students critically analyse their own works and those of others.

### Personal Requirements

The discipline to develop the skills required in 'Photoshop' and 'In Design' as well as hand coloured drawings. An ability to verbally describe works and articulate concepts related to this study. An open attitude to design styles, including the contemporary, and the desire to learn about designers and their works.

### Topics Studied

- In your face: The magazine cover up
- Box it in, wrap it up: a study of contemporary commercial packaging
- My Commercial: a brief introduction into making a short commercial

### Further Studies

Tertiary: Applied Arts, Design and Architecture  
TAFE: Diploma courses

### Career Pathways

Industrial Designer  
Graphics (Publishing)

Link Program	Employment - Career, Job
Type of course	Content Endorsed
Duration / Hours	1 year / 120 hours
Unit Value	2 units
ATAR category	Non ATAR
General Information	Students do not need to have studied Visual Design in Stage 5.

# Work Studies

## General Course Description

Work in all its forms, paid and unpaid, plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work with much occupation not yet existing.

The strongly practical orientation of this course will assist students recognise potential job opportunities, develop their skills in accessing work related information, presenting themselves to potential employers and functioning effectively in the workplace. Opportunities exist for students to undertake extended work placement to allow for the development of employability and specific job-related skills.

## Assessment Strategies

Practical tasks

Research activities

Workplace activities

Observation and written activities

## Personal Requirements

Good communication skills.

A willingness to experience the world of work.

## Stage 6

## Topics Studied

### Core:

- My Working Life

### Electives:

- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork & Enterprise
- Managing Work & Life
- Workplace Issues

### Optional:

- Experiencing Work

## Further Studies

An awareness of the importance of lifelong learning and the development of skill in communication, teamwork, problem solving, enable students to successfully enter post school learning.

## Career Pathways

This course assists students identify potential career opportunities for a wide range of industries.

Link Program	Employment - Career, Job
Type of course	Content Endorsed Course
Duration / Hours	2 years / 240 hours or 1 year / 120 hours
Unit Value	2 units
ATAR category	Non ATAR
General Information	Work placement is offered as a learning experience.

# Driver Education

## General Course Description

In the Driver Education course students will examine the responsibilities of being a responsible road user, passenger, pedestrian, cyclist and future driver. The focus for this program is placed on assisting students to make informed decisions as road users.

Students will undertake a total of 6 core modules in Year 11.

In the Year 12 (HSC) course students will study 4 core modules and be able to choose 2 electives.

## Assessment Strategies

Written tests

Activities

## Personal Requirements

A desire to become a good solid road user.

Attention to detail in practical situations.

An ability to follow instructions and to make decisions involving safety on the road.

## Stage 6

## Topics Studied

- Road Safety Literacy
- Website Analysis
- Behaviours and Attitudes
- Road Safety and the Law
- Consumer Awareness
- Speed Kills
- Car Maintenance
- Planning a road trip
- Motorcycle safety
- Crash analysis

## Further Studies

Driving Licence

Heavy vehicle licence

Motor cycle licence

## Career Pathways

Personal road user

Driver in any industry

Link Program	Employment - Career, Job
Type of course	Board Endorsed Course
Duration / Hours	1 year or 2 years / 120 or 240 hours
Unit Value	2 units
ATAR category	Non ATAR
General Information	Students who undertake this course will be equipped with the knowledge and skills to become better road users.

# Financial Management

## General Course Description

This course is designed to equip young people transitioning into adulthood with the motivation and tools to manage their money with confidence. Being 'MoneySmart' is a core life skill. In a rapidly changing world of personal finance, young people will benefit from gaining and applying the knowledge, understanding, skills and behaviours to establish good consumer and financial habits.

## Assessment Strategies

Topic quizzes

Research and Reports

## Personal Requirements

Students need to be prepared to solve problems and deal with people outside the school.

## Stage 6

## Topics Studied

- First Car
- Credit and debt
- Mobile phone ownership
- Moving out of home
- Online financial transactions
- First job
- You be the Boss (Business Project)

## Further Studies

Can lead into TAFE study in any vocational area.

## Career Pathways

This course can lead to self employment or into any chosen job or career.

Link Program	Employment- Job, Fast
Type of course	Board Endorsed
Duration / Hours	1 year or 2 years / 120 or 240 hours
Unit Value	2 units
ATAR category	Non ATAR
General Information	This course is designed to develop students' consumer and financial literacy capabilities.

# Lifestyle Studies

## Stage 6

### General Course Description

This is a very practical subject designed to provide students with hands-on skills so they may live in a variety of situations. Students develop an understanding of what is necessary to survive after school. Many concepts and skills are developed. It is designed for students to be able to transition from school into further study, the job market and life in general. Self paced modules are available at the completion of a common core.

### Assessment Strategies

Skills task

Competency based assessment Practical tasks

Formal yearly examination—no exam if undertaking the Fast Link program.

### Personal Requirements

A self-disciplined approach to practical tasks.

An ability to follow instructions and to see tasks through to completion.

An ability to work unsupervised and cooperate with others.

### Topics Studied

- Healthy Lifestyle
- Self Esteem
- Moving Out
- Career Planning
- Industrial Relations
- Technology
- Personal Finance
- Buying a Car
- Travelling

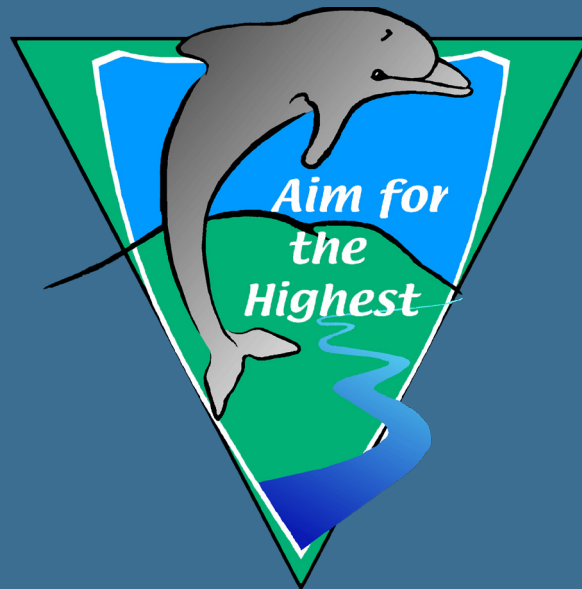
### Further Studies

Assists with the skills necessary for all types of further study and life situations.

### Career Pathways

A general course that will assist with everyday living.

Link Program	Employment - Career, Job
Type of course	Board Endorsed
Duration / Hours	1 year or 2 years (120 or 240 hours)
Unit Value	2 units
ATAR category	Non ATAR
General Information	A program that can be modified to meet the requirements of the student.



# Camden Haven High School

*For further information contact*

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