



**CAMDEN  
HAVEN**  
HIGH SCHOOL

Integrating Face-to-Face & Distance Learning

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# CURRICULUM

## YEARS 9-12

### SINGLE COURSE DISTANCE EDUCATION

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## 1 PART ONE: ESSENTIAL INFORMATION

### 1.1 ENROLMENT APPLICATION ENQUIRIES



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Email completed application to

[camdenhave-d.enrolments@det.nsw.edu.au](mailto:camdenhave-d.enrolments@det.nsw.edu.au)

### 1.2 STAFF DIRECTORY

ENQUIRY	NAME	CONTACT
Distance Education Reception	Jill James	Ph: (02) 6556 8200 Fax (02) 6556 8205
Principal	Margaret Hutchinson	
Deputy Principal DE	Sharon Westman	
Single Course Enrolments	Jana Hartmann	(02) 6556 8250
Canvas enquiries	Sonja Crossingham	(02) 6556 8149
Distance Education Administration Manager	Rosena McMillan	(02) 6556 8224
Distance Education Administration Officer (schools A-L)	Carla McInnes	(02) 6556 8230
Distance Education Administration Officer (schools M-Z)	Donna Curtis	(02) 6556 8290
Manager, Rural and Distance Education	Mike Tom	Ph: (02) 6334 8065 Fax (02) 6334 8069

#### 1.2.1 Faculty Head Teachers

FACULTY	NAME	CONTACT
Agriculture	Rob Newell	Ph: (02) 6556 8200 Fax: (02) 6556 8205
Computing	Di Stevens	
Creative Arts	Peter Dick	
History	Sally Baker	
Home Economics	Cheryl Harland	
Industrial Arts	Rob Newell	
Languages	Michelle Marotte	
Mathematics	Di Bernasconi	
PDHPE	Peter Harris	
Science	Naassa Duar	
Social Science	Darren Mearrick	
VET Courses	Christene Storok	

## 2 PART TWO: COURSES AVAILABLE

Each year, courses available for Single Course students change. If the subject is unavailable, please contact the Rural and Distance Education Unit on (02) 6334 8072 for information on where the subject may be offered.

### 2.1 STAGE 5 COURSES (YEARS 9-10)

FACULTY	NESA NUMBER		COURSE	FACULTY	NESA NUMBER		COURSE
	100h	200h			100h	200h	
Agriculture	1605	1606	Agricultural Technology	Languages	870	871	French
Creative Arts	2001	2000	Dance		880	881	German
	2050	2051	Music		920	921	Italian
	2060	2061	Visual Arts		930	931	Japanese
Home Economics	1625	1626	Food Technology	PDHPE	38104	38103	Child Studies
	1900	1901	Textiles Technology	Social Science	430	431	Commerce
Industrial Arts	1700	1701	Graphics Technology	Computing	1830	1831	Information Software Technology
	1806	1807	Ind. Tech. Electronics				
	1820	1821	Industrial Tech. Timber				

### 2.2 STAGE 6 COURSES (YEARS 11-12)

Board Developed Courses				
✓	COURSE NAME	UNITS	NESA NUMBER	
			YEAR 11	YEAR 12
<b>ENGLISH</b>				
<input type="checkbox"/>	English Studies	2	30105	15125 (no exam) 15126 (exam)
<input type="checkbox"/>	English (Standard)	2	11130	15130
<input type="checkbox"/>	English (Advanced)	2	11140	15140
<b>MATHEMATICS</b>				
<input type="checkbox"/>	Mathematics Extension 1	1	11250	15250
<input type="checkbox"/>	Mathematics Advanced	2	11255	15255
<input type="checkbox"/>	Mathematics Standard	2	11236	-
<input type="checkbox"/>	Mathematics Standard 1	2	-	15231 (no exam) 15232 (exam)
<input type="checkbox"/>	Mathematics Standard 2	2	-	15236 (ATAR)
<b>SCIENCE</b>				
<input type="checkbox"/>	Biology	2	11030	15030
<input type="checkbox"/>	Chemistry	2	11050	15050
<input type="checkbox"/>	Investigating Science	2	11215	15215
<input type="checkbox"/>	Physics	2	11310	15330
<input type="checkbox"/>	Earth and Environmental Science	2	11100	15100

SOCIAL SCIENCE				
	Business Studies	2	11040	15040
	Economics	2	11110	15110
	Geography	2	11190	15190
HISTORY				
	Aboriginal Studies	2	11000	15000
	Ancient History	2	11020	15020
	History Extension	1	-	15280
	Modern History	2	11270	15270
	Society and Culture	2	11330	15350
	Legal Studies	2	11220	15220
CREATIVE ARTS				
	Dance	2	11070	15070
	Music 1	2	11280	15290
	Visual Arts	2	11380	15400
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)				
	PDHPE	2	11300	15320
	Community and Family Studies	2	11060	15060
COMPUTING				
	Information Processes and Technology	2	11210	15210
	Software Design and Development	2	11340	15360
AGRICULTURE				
	Agriculture	2	11010	15010
INDUSTRIAL ARTS				
	Design and Technology	2	11080	15080
	Engineering Studies	2	11120	15120
HOME ECONOMICS				
	Food Technology	2	11180	15180
	Textiles and Design	2	11370	15390
LANGUAGES				
	Chinese Beginners	2	11530	15540
	French Beginners	2	11630	15670
	French Continuers	2	11640	15680
	German Beginners	2	11650	15700
	German Continuers	2	11660	15710
	Indonesian Beginners	2	11690	15750
	Italian Beginners	2	11720	15790
	Japanese Beginners	2	11740	15820
	Japanese Continuers	2	11750	15830
	Spanish Beginners	2	16070	16070

## Vocational Education and Training Courses (VET)

<input checked="" type="checkbox"/>	COURSE NAME	UNITS	NESA NUMBER	
			120 hours	240 hours
<input type="checkbox"/>	Business Services	2	26100	26101
<input type="checkbox"/>	Retail Services	2	26910	26911
<input type="checkbox"/>	Assistant Dance Teaching	2	65334	65336

## Board Endorsed Courses

<input checked="" type="checkbox"/>	COURSE NAME	UNITS	NESA NUMBER	
			120 hours	240 hours
<input type="checkbox"/>	Computing Applications	2	35021	35023
<input type="checkbox"/>	Exploring Early Childhood	2	31010	31012
<input type="checkbox"/>	Marine Studies	2	33503	33505
<input type="checkbox"/>	Sport, Lifestyle & Recreation 240 hours	2	35015	35017
<input type="checkbox"/>	Visual Design 240 hours	2	35101	35103
<input type="checkbox"/>	Work Studies 240 hours	2	35201	35203

## 3 PART THREE: COURSE DESCRIPTORS

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## AGRICULTURAL TECHNOLOGY

Stage 5

Agriculture introduces young people to food and fibre production and primary industries in Australia. It is a practical hands-on course that encourages students to develop healthy relationships with food by learning about where and how food is grown on farms. Access is needed to an agricultural environment so students can learn through experimentation. Students can select from a variety of topics that are from interest such as: wool, wheat, beef, dairy, poultry and potatoes. They will have the opportunity to learn about the everyday activities that occur in an agriculture environment. This course will assist students wishing to study Agriculture or Primary Industries in Year 11 and Year 12 as well as those students interested in rural or veterinary careers.

## CHILD STUDIES

Stage 5

More parents are using Early Childhood Centres to support the economic wellbeing of the family. As demand increases for people to be trained in this area, there is a need to motivate students to take an interest in an area where there are many employment opportunities. This course is a beginning in giving them insight and knowledge for what is required to be employed in this vocation. It can be a stepping stone to continuing on in TAFE or stage six courses at school such as Exploring Early Childhood and Community and Family Studies. It is a valued area for learning for most students. Many will be parents in the future and be better prepared for the challenge.

### Main topics covered include:

- preparing for parenthood
- conception to birth
- family interactions
- newborn care
- growth and development
- play and the developing child
- health and safety in childhood
- food and nutrition in childhood
- children and culture
- media and technology in childhood
- aboriginal culture and childhood
- the diverse needs of children
- childcare services and career opportunities

# COMMERCE

Stage 5

Life involves individuals in relationships with other people and institutions. Much of this involvement occurs within the context of a changing commercial environment. The nature of this commercial environment is the interaction of individuals, organisations and governments. Its purpose is the satisfaction of individual and community wants.

Commerce provides a means whereby young people learn to face the realities of the market place, the world of work and leisure, changing technology and of government decisions and actions. Through acquisition of knowledge and understanding, development of skills and exploration of attitudes and values, the study of Commerce guides students towards personal competence and helps to develop their confidence to participate responsibly in a commercial environment. The Commerce classes will be operating their own business venture.

Operating as a typical small business they will purchase all equipment, pay taxes, make loan repayments as well as build revenue. In terms of investment opportunities the students participate in share market competitions, compare interest levels on loan repayments and simulate investments in the property market. The aims and objectives the Commerce syllabus are achieved through a planned study of content drawn from the following areas:

- Business
- Consumers
- and Records
- Government
- Labour
- Law
- Money

# DANCE

Stage 5

This is a two year course with three major areas; Performance, Composition and Appreciation. It is designed for interested students of all levels of skill and abilities. Dance is a practical and theoretical subject where students are involved in experimental learning through a range of dance styles including; modern/contemporary, jazz, hip hop, musical theatre and cultural dance.

Students gain knowledge of stagecraft, costume design and stage makeup to provide a holistic experience of dance as an art form. Interested students are required to start or continue attending classes at a local dance school in order to fulfil the practical component and support their learning of the areas of study. Dance provides students with the ability to learn new skills in a safe, fun filled environment.

# FOOD TECHNOLOGY

Stage 5

This is a practical based course where students develop food preparation and presentation skills to produce quality food products. It addresses the importance of hygiene and safe working practices in the production of food.

Students will explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food.

Students will study areas such as:

- Food Service and Catering
- Food Trends
- Food Selection and Health
- Food Equity
- Food in Australia
- Food for Special Needs

As this is a practical course access to a functional kitchen is required.

To enable students, to be able to complete the practical aspect of Food Technology the purchase of food items is necessary.

# FRENCH

Stage 5

Learning a second language assists in developing and improving communication skills and enhancing understanding of other cultures.

Proficiency in a second language improves career prospects and helps foster social and economic benefits for Australia in, for example, the fields of tourism, education, international law, commerce, education and sport. Students with knowledge in a foreign language will, in future, have greater employment opportunities both in Australia and overseas. Second-language learners have access to a vast network of international cultural resources in areas such as fashion, design, science, architecture, literature, theatre, cinema, fine arts, music, opera and dance, as well as opportunities to compete for overseas study scholarships.

The study of a second language helps students gain a sense of personal achievement, enhances insights into diverse cultural and linguistic practices and promotes awareness and confidence on the correct use of English.

French is one of the easiest languages to learn. In fact, English speakers already know about 55% of French words. French is used in more than 40 countries and is the official language of many international organisations.

# GERMAN

Stage 5

Learning a second language assists in developing and improving communication skills and enhancing understanding of other cultures.

Proficiency in a second language improves career prospects and helps foster social and economic benefits for Australia in, for example, the fields of tourism, education, international law, commerce, education and sport. Students with knowledge in a foreign language will, in future, have greater employment opportunities both in Australia and overseas. Second-language learners have access to a vast network of international cultural resources in areas such as fashion, design, science, architecture, literature, theatre, cinema, fine arts, music, opera and dance, as well as opportunities to compete for overseas study scholarships.

The study of a second language helps students gain a sense of personal achievement, enhances insights into diverse cultural and linguistic practices and promotes awareness and confidence on the correct use of English.

German is the most widely spoken language in the European Union. Germany is a major trading partner of Australia and Germans are the biggest tourism spenders in the world. German and English are from the same family of languages, which means that many English words originate from German. German is also the second most common language in cyberspace!

# GRAPHICS TECHNOLOGY

Stage 5

Graphics Technology is a practical based drawing subject in which students learn to visualise, sketch and accurately draw both by hand and by using an industry standard CAD package. In Year 9, students work through a series of drawing tasks and are encouraged to extend themselves and demonstrate their skills. In Year 10, they move onto design challenges and product development, using a CAD package.

Graphics Technology will appeal to students with an interest in drawing and computer based design. It provides a solid drawing foundation for students wishing to study Design and Technology.



# INFORMATION SOFTWARE AND TECHNOLOGY



Stage 5

This course has a wide variety of skills taught and expands on the basic skills of the computing skills course. Core topics covered include - project work, hardware and software, employment, past, present and emerging technologies and impact of technology on society.

The course involves:

100 hours (Year 9 or 10)

- History of Computing
- Internet and web development
- Artificial intelligence

200 hours (Year 10)

- Digital media
- Animation
- Database design
- Computer Software
- Social and Ethical

## IT ELECTRONICS



Stage 5

This project based course introduces students to a range of electronic components, circuits and modern electronic techniques.

It consists of two core modules and two specialised modules with practical projects and related theory work. Practical work begins using a “breadboard system” where components are reused for each project. Later projects involve extensive soldering of components onto circuit boards.

Practical projects include a flashing LED, ding dong doorbell, pocket transistor, touch switch and a light activated switch.

Requirements include a self-disciplined approach to study, a desire to learn how to identify electronic components and their values and the development of soldering and fault finding skills in electronic circuits. This course suits students with an interest in electronics who might wish to follow a career in the electronics industry.

Due to the cost of materials involved, students choosing this subject must pay the subjection contribution amount before course resources will be sent.

# IT TIMBER



Stage 5

This project based course provides opportunities for students to develop knowledge and practical skills in small scale furniture production.

Topics covered include:

- Work, Health and Safety
- Materials
- Equipment, tools and machinery
- Workplace communication
- Design

Students require access to basic wood working hand tools and a suitable bench area to assemble practical projects. Projects are sent out in kit form. In some instances, students may need to provide extra material for the production of projects they have designed.

# ITALIAN



Stage 5

Learning a second language assists in developing and improving communication skills and enhancing understanding of other cultures.

Proficiency in a second language improves career prospects and helps foster social and economic benefits for Australia in, for example, the fields of tourism, education, international law, commerce, education and sport. Students with knowledge in a foreign language will, in future, have greater employment opportunities both in Australia and overseas. Second-language learners have access to a vast network of international cultural resources in areas such as fashion, design, science, architecture, literature, theatre, cinema, fine arts, music, opera and dance, as well as opportunities to compete for overseas study scholarships.

The study of a second language helps students gain a sense of personal achievement, enhances insights into diverse cultural and linguistic practices and promotes awareness and confidence on the correct use of English.

Italian is one of the most romantic languages of the world and is known as the language of the arts. If you are thinking of travelling to Europe, or if you are interested in art, music, fashion, design, food or ancient history, studying Italian will enrich your enjoyment of these subjects.

Learning a second language assists in developing and improving communication skills and enhancing understanding of other cultures.

Proficiency in a second language improves career prospects and helps foster social and economic benefits for Australia in, for example, the fields of tourism, education, international law, commerce, education and sport. Students with knowledge in a foreign language will, in future, have greater employment opportunities both in Australia and overseas. Second-language learners have access to a vast network of international cultural resources in areas such as fashion, design, science, architecture, literature, theatre, cinema, fine arts, music, opera and dance, as well as opportunities to compete for overseas study scholarships.

The study of a second language helps students gain a sense of personal achievement, enhances insights into diverse cultural and linguistic practices and promotes awareness and confidence on the correct use of English.

### 日本語へようこそ

Have you ever wondered how anyone could understand this writing?

Learning Japanese opens a whole new way of reading and writing and bring you into contact with ancient traditions blended with modern accomplishments, which form the Japanese culture of today. Studying Japanese provides an excellent introduction to Asian etiquette, religion and culture.

Japan is one of Australia's major trading partners and many Japanese also come to Australia each year as tourists. The ability to communicate in Japanese is highly desirable for careers in business and tourism.

Music is an amazing subject with opportunities to develop your musical talents in activities like music performance and making. You will explore and create music across a range of music styles like rock, popular, Australian, and techno. You may also be interested in classical, jazz, or world music.

You can choose to develop playing skills in guitar, piano, bass, keyboard, drums, flute, saxophone, violin, or any of a wonderful list of instruments. Singers also have a golden opportunity to learn and refine their vocal talents.

With areas like performing, music listening, composition, improvising and using technology, the study of music appeals to a range of individual abilities and interests. It develops broader skills in coordination, social skills, and in language development, with flow on benefits in sport and other academic subjects.

Our Distance Education team has many highly qualified and experienced music teachers to help you to follow your dream, whether you already have some musical experience, or you are just beginning.

Music is a great choice to gain real world skills in a friendly, positive, and supportive environment.

# TEXTILES TECHNOLOGY



Stage 5

Textiles Technology provides students with the opportunity to design and construct textile items from five focus areas - Apparel, Furnishings, Costume, Textile Arts and Non-Apparel while creatively documenting their inspirations and processes used. Areas of study incorporated into this project work are Design, Properties and Performance of Textiles and Textiles and Society.

Students will complete a number of design projects including a kitbag, cushion cover, pyjamas and bag. Students will be required to purchase their own patterns, fabrics and notions for some of the design projects. Students must have access to a sewing machine and basic sewing skills are an advantage in order to study this subject.

# VISUAL ARTS



Stage 5

The visual arts elective course is an interesting, challenging and demanding subject. It is also one of the most rewarding subjects you can do because it is about YOU and how you respond to the world around you. It is of great benefit, and often a prerequisite, to careers in advertising, architecture, photography, commercial arts, graphics, the news media and many more.

You will further explore such medias as painting, ceramics, sculpture and printmaking to create a more personal style that is increasingly self-reflective and independent.

This elective course extends on the mandatory course (Year 7 and 8) but places greater emphasis on the developing of skills and the study of other artists and artworks. Hopefully this course will develop a lifelong interest and involvement in the visual arts.

## 3.2 STAGE 6 COURSES

### 3.2.1 Board Developed Courses

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### 2 UNITS

### CATEGORY A

240 HOURS / 2 YEARS

### BOARD DEVELOPED

LINK TERTIARY, CAREER

### 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.

### FURTHER STUDIES

- Tertiary
- TAFE

### CAREER PATHWAYS

- Tourism
- Health Services
- Social Work
- Community Work
- Education
- Artistic work

### PERSONAL REQUIREMENTS

- Interest in Aboriginal issues
- Interest in Archaeology and History
- Good study habits

### 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 to 1960s history, examine 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.

### TOPICS STUDIED

#### Year 11

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

#### Year 12

- Core Module
- Social Justice and Human Rights Issues
- Health
- Criminal Justice
- Heritage and Identity Major Project

### ASSESSMENT STRATEGIES

- Research investigation
- Source analysis
- Oral and written extended responses
- Speech transcripts

**2 UNITS**

**CATEGORY A**

**240 HOURS / 2 YEARS**

**BOARD DEVELOPED**

**LINK TERTIARY, CAREER**

### GENERAL INFORMATION

Practical lessons will have to be undertaken. Access to a local farm is required.

### 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

### PERSONAL REQUIREMENTS

- A practical hands-on approach to learning
- An interest in the natural environment, plants and animals

### 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.

### 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

### ASSESSMENT STRATEGIES

- Research Task - Access to a local farm is required
- Experimental activities
- Practical lessons
- Formal examinations

## 2 UNITS

## CATEGORY A

240 HOURS / 2 YEARS

## BOARD DEVELOPED

## LINK TERTIARY, CAREER

### GENERAL INFORMATION

Students acquire knowledge and understanding essential to an appreciation of forces that have shaped the ancient world. For any student with a love of the Ancient World.

### FURTHER STUDIES

- Tertiary

### CAREER PATHWAYS

- Archaeology
- Museum/Library work
- Teaching
- Further Education
- History

### PERSONAL REQUIREMENTS

- An interest in Ancient Civilizations, Archaeology and History
- Must enjoy reading and detective work

### 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 assumptions about 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.

### TOPICS STUDIED

#### Year 11

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

#### Year 12

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

### ASSESSMENT STRATEGIES

- Historical Investigation
- Source analysis
- Oral and written extended responses
- Examinations
- Surveys



### 2 UNITS

### CATEGORY A

### 240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

Biology is a prerequisite for some tertiary courses.

### FURTHER STUDIES

- Tertiary
- TAFE

### CAREER PATHWAYS

- Biochemistry
- Botany
- Environmental Science
- Health Professions
- Conservation
- Teaching
- Environmental Protection
- Teaching
- Vertebrate Zoology
- Wildlife Conservation

### PERSONAL REQUIREMENTS

- Attributes such as curiosity, honesty, flexibility, 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.

### 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. Year 12 focuses on genetic technologies and its uses in the future. Infectious and non-infectious diseases are also studied in Year 12.

### TOPICS STUDIED

#### Year 11

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

#### Year 12

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

### 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.

### 2 UNITS

### CATEGORY A

240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

This course is one of the most popular in NSW and has just been revised to make it more enjoyable for students.

### 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

### 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.

### 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 attitudinal objectives concerning ethical and responsible business behaviours. This course also has a focus on key business functions, business case studies and analysing business problems.

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

### TOPICS STUDIED

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

### ASSESSMENT STRATEGIES

- Class activities
- Half yearly and yearly examinations
- Research assignments
- Presentations

**2 UNITS****CATEGORY A****240 HOURS / 2 YEARS****BOARD DEVELOPED****LINK TERTIARY, CAREER****GENERAL INFORMATION**

Chemistry is a prerequisite for some tertiary courses.

**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

**PERSONAL REQUIREMENTS**

- Attributes such as curiosity, honesty, flexibility, persistence, critical thinking with a willingness to suspend judgement.
- Tolerance of uncertainty and an acceptance of the status of scientific knowledge.
- Commitment, tenacity, a willingness to take risks and make informed judgments.

**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, the understanding of theories and laws, and the 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.

**TOPICS STUDIED****Year 11**

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

**Year 12**

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

**ASSESSMENT STRATEGIES**

- Formal exam
- Depth study
- Research
- Practical tasks.

### 2 UNITS

### CATEGORY A

### 240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

Students will need to meet an eligibility criterion for this course. It is for beginners only.

### FURTHER STUDIES

- 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

- 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.

### PERSONAL REQUIREMENTS

- Good communication skills
- Self-motivation

### 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 appropriately in order to undertake activities in communities where Chinese is spoken.

### TOPICS STUDIED

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

### ASSESSMENT STRATEGIES

- Research investigation
- Source analysis
- Oral and written extended responses
- Speech transcripts

### 2 UNITS

### CATEGORY A

### 240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

#### GENERAL INFORMATION

This is a good course for those students wishing to learn about the various types of services available to families.

#### FURTHER STUDIES

- Tertiary
- TAFE

#### CAREER PATHWAYS

- Social Worker
- Nurse
- Teaching
- Counselling
- Health Industry

#### PERSONAL REQUIREMENTS

- An interest in current affairs in our community
- A sound knowledge and understanding of various community groups
- Solid organisational skills
- A keen interest and willingness to learn

#### 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 individuals in the community.

#### TOPICS STUDIED

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

#### ASSESSMENT STRATEGIES

- Critical enquiry
- Research tasks
- Individual research task
- Formal semester examinations

### 2 UNITS

### CATEGORY A

240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

Access to an external tutor is essential.

### FURTHER STUDIES

- Tertiary study at University, industry courses and private colleges

### PERSONAL REQUIREMENTS

- Highly practical course and as such prior dance knowledge is recommended.
- Motivated to work independently and within a group context.
- Willing and able to perform in front of the class, teachers and a wider audience, in addition to articulating their knowledge in both verbal and written forms.
- Students must continue or start attending regular classes at their local dance school to support their learning.

### 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, video and choreographing for the virtual body (animation).

### TOPICS STUDIED

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

### ASSESSMENT STRATEGIES

- Practical performances
- Interviews in relation to practical performances
- Written examinations

### CAREER PATHWAYS

- Dancer
- Performer
- Choreographer
- Critic
- Teacher
- Film Director
- Historian
- Animation / virtual choreographer

### PRACTICAL REQUIREMENTS

- Access to external tutor
- Studio space recommended
- Form-fitting dance clothing and footwear

### 2 UNITS

### CATEGORY A

240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, EMPLOYMENT-CAREER

### GENERAL INFORMATION

Students do not need to have studied Design and Technology in Stage 5.

### FURTHER STUDIES

- Bachelor of Design in various fields e.g. Animation, Photography, Fashion and Textiles, Interior Architecture studied through universities or private colleges e.g. Whitehouse School of design
- Diploma of Design – TAFE
- Certificate III and IV in Design - TAFE

### PERSONAL REQUIREMENTS

- Students will be required to purchase materials for their design projects

### GENERAL COURSE DESCRIPTION

This course involves the study of design theory and practice, design processes, research, technologies and the manipulation of materials, tools and techniques. It offers hands-on practical activities which develops knowledge and skills in designing and producing.

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

In the Year 11 course, students study designing and producing, which includes the completion of at least two design projects. During this course, students must participate in hands-on practical activities.

In the Year 12 course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. The comprehensive study of designing and producing that were studied in the Year 11 course are synthesised and applied during this course. This culminates in the development and realisation of a Major Design Project.

In this course, students will develop confidence, competence and responsibility in designing, producing and evaluating to meet the needs of a successful design.

### TOPICS STUDIED

- Design Theory and Practice
- Design Processes
- Technology in design processes
- Impact of design on society
- Marketing and market research
- Safety and WHS
- Evaluation of design
- Project Management
- Communication of design
- Research methods
- Work of designers
- Trends in design
- Innovation and Entrepreneurial activity
- Emerging Technology

### ASSESSMENT STRATEGIES

- Two Preliminary design projects
- Research tasks
- Major Design Project & Folio

### CAREER PATHWAYS

Pathways into design fields such as:

- digital and interactive
- art and animation
- ceramics
- graphics and illustration
- interior design
- jewellery
- product design
- fashion and textiles
- landscape
- industrial

## 2 UNITS

## CATEGORY A

240 HOURS / 2 YEARS

## BOARD DEVELOPED

## LINK TERTIARY, CAREER

### GENERAL INFORMATION

An excellent course for those students interested in environmental issues.

### FURTHER STUDIES

- Tertiary
- TAFE

### CAREER PATHWAYS

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

### PERSONAL REQUIREMENTS

- An interest in environmental issues
- Good study habits

### 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.

This course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore their 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.

This 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.

### TOPICS STUDIED

#### Year 11

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

#### Year 12

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

### ASSESSMENT STRATEGIES

- Formal exam
- Depth study
- Research and practical tasks



### 2 UNITS

### CATEGORY A

### 240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

An academic course in which students have enjoyed success over many years.

### FURTHER STUDIES

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

### CAREER PATHWAYS

- Shares and finance industry
- Journalism
- Economic forecasting
- Banking and accounting
- Insurance
- Tourism
- Environmental and property management
- Law and business
- International relations

### PERSONAL REQUIREMENTS

Enjoy engaging in business, government management of the economy, accounting and finance, media, law, marketing, employment relations and financial current affairs.

### 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.

### TOPICS STUDIED

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

### ASSESSMENT STRATEGIES

- Research assignments
- Formal exams

**2 UNITS**

**CATEGORY A**

**240 HOURS / 2 YEARS**

**BOARD DEVELOPED**

**LINK TERTIARY, CAREER**

## GENERAL INFORMATION

Students require good grades from the Year 10 Mathematics and Science courses.

## 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

## PERSONAL REQUIREMENTS

- The ability to study independently
- An ability to present work in a clear and concise manner
- Show responsibility and independence to communicate regularly with teaching staff

## GENERAL COURSE DESCRIPTION

Engineering Studies caters for those students wishing to study an Engineering discipline at University.

This course consists of modules that examine different engineering disciplines including bio engineering, household appliances, civic structures and aeronautics.

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

## TOPICS STUDIED

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

## ASSESSMENT STRATEGIES

- Assessment Tasks - report based tasks including research and practical experimentation
- Formal written examinations

**2 UNITS****CATEGORY A****240 HOURS / 2 YEARS****BOARD DEVELOPED****LINK TERTIARY, CAREER****GENERAL INFORMATION**

Students who have a strong interest and ability in English should also undertake the Extension course.

**FURTHER STUDIES**

- Tertiary
- TAFE

**CAREER PATHWAYS**

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

**PERSONAL REQUIREMENTS**

- Above average in English and have a particular interest in literary and multimedia texts should undertake this course.
- Enjoy discussing and exploring issues that are raised in these texts.
- Competent reading and writing skills and be confident to articulate considered opinions in class discussions.

**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.

**TOPICS STUDIED****Year 11**

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

**Year 12**

- **Common Module:** Texts and Human Experiences
- **Module A:** Textual Conversations
- **Module B:** Critical Study of Literature
- **Module C:** The Craft of Writing (may be studied concurrently with the Common Module and/or Modules A and B)

**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.

**2 UNITS****CATEGORY A****240 HOURS / 2 YEARS****BOARD DEVELOPED****LINK TERTIARY, CAREER****GENERAL INFORMATION**

This course is suitable for students who have a strong interest in English Literature.

**FURTHER STUDIES**

- Tertiary
- TAFE

**CAREER PATHWAYS**

- All careers require the effective use of English

**PERSONAL REQUIREMENTS**

- Students who are strong in English should undertake this course.
- 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.

**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.

**TOPICS STUDIED**

- **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.

**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.

**2** UNITS

CATEGORY **B**

**240** HOURS / **2** YEARS

**BOARD DEVELOPED** NON-ATAR

**LINK** CAREER, JOB

## GENERAL INFORMATION

English Studies HSC students are not eligible for the calculation of an ATAR at this school.

## FURTHER STUDIES

- TAFE

## CAREER PATHWAYS

- All careers require English usage

## 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.

## GENERAL COURSE DESCRIPTION

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English.

English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

## 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.

## ASSESSMENT STRATEGIES

- Students must complete THREE assessment tasks which could include the following: reading, writing, listening, speaking, viewing and representing.
- However: ONE task must be a portfolio based on all modules studied and ONE task must be a multimodal presentation applied to a real world scenario.

**2** UNITS

CATEGORY **A**

**240** HOURS / **2** YEARS

**BOARD DEVELOPED**

**LINK** TERTIARY, CAREER

### 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.

### 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 or Nutritionist
- Food Writer or Photographer
- Bio-chemist
- Food Processing Technician
- Nursing
- Personal Trainer

### PERSONAL REQUIREMENTS

- Interest in food and diet
- Willingness to participate in practical activities

### GENERAL COURSE DESCRIPTION

Food Technology aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

### TOPICS STUDIED

- Food Availability & Selection
- Food Quality
- Nutrition
- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

### ASSESSMENT STRATEGIES

- Food preparation tasks
- Practical experiments and research
- Observations
- Written tasks
- Examinations

### PRACTICAL REQUIREMENTS

- Covered-in leather shoes
- Apron and a hat
- Access to a kitchen

### 2 UNITS

### CATEGORY A

### 240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

Students will need to meet an eligibility criterion for this course. It is for beginners only.

### 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

### PERSONAL REQUIREMENTS

- Good communication skills
- Self-motivation

### 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 appropriately in order to undertake activities in communities where French is spoken.

### TOPICS STUDIED

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

### ASSESSMENT STRATEGIES

- Reading
- Writing
- Listening
- Speaking
- Formal examinations

### 2 UNITS

### CATEGORY A

240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

#### GENERAL INFORMATION

Students will need to meet an eligibility criterion for this course. It is for continuing students only.

#### 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

#### PERSONAL REQUIREMENTS

- Good communication skills
- Self-motivation

#### 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.

#### TOPICS STUDIED

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

#### ASSESSMENT STRATEGIES

- Reading
- Writing
- Listening
- Speaking
- Formal examinations



**2 UNITS****CATEGORY A****240 HOURS / 2 YEARS****BOARD DEVELOPED****LINK TERTIARY, CAREER****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.

**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

**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.

**TOPICS STUDIED**

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

**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.

### 2 UNITS

### CATEGORY A

### 240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

Students will need to meet an eligibility criterion for this course. It is for beginners only.

### 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

### PERSONAL REQUIREMENTS

- Good communication skills
- Self-motivation

### 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 appropriately in order to undertake activities in communities where German is spoken.

### TOPICS STUDIED

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

### ASSESSMENT STRATEGIES

- Reading
- Writing
- Listening
- Speaking
- Formal examinations

### 2 UNITS

### CATEGORY A

240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

Students will need to meet an eligibility criterion for this course. It is for continuing students only.

### 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

### PERSONAL REQUIREMENTS

- Good communication skills
- Self-motivation

### 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.

### TOPICS STUDIED

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

### ASSESSMENT STRATEGIES

- Reading
- Writing
- Listening
- Speaking
- Formal examinations

## 2 UNITS

## CATEGORY A

## 240 HOURS / 2 YEARS

## BOARD DEVELOPED

## LINK TERTIARY, CAREER

### GENERAL INFORMATION

Students will need to meet an eligibility criterion for this course. It is for beginners only.

### 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

### PERSONAL REQUIREMENTS

- Good communication skills
- Self-motivation

### 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 appropriately in order to undertake activities in communities where Indonesian is spoken.

### TOPICS STUDIED

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

### ASSESSMENT STRATEGIES

- Reading
- Writing
- Listening
- Speaking
- Formal examinations

# INFORMATION PROCESSES AND TECHNOLOGY

Stage 6

**2 UNITS**

**CATEGORY A**

**240 HOURS / 2 YEARS**

**BOARD DEVELOPED**

**LINK TERTIARY, CAREER**

## GENERAL INFORMATION

Stage 5 Information and Software Technology is a good foundation but not a requirement for the study of this subject.

## FURTHER STUDIES

- TAFE
- University
- On the job training

## CAREER PATHWAYS

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

## PERSONAL REQUIREMENTS

- Desire to learn and use a variety of technologies and software applications
- Interest to become creators instead of users

## 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, Photoshop, movie and audio editing software.

## TOPICS STUDIED

Year 11

- Introduction to information skills and systems
- Tools for information processes
- Developing information systems

Year 12

- Project management
- Information systems and databases
- Communication systems
- Decision support systems
- Multimedia systems

## ASSESSMENT STRATEGIES

- Project work as individuals
- Presentations
- Research activities
- Examinations

## PRACTICAL REQUIREMENTS

- Access to a computer with internet
- Preference for Windows operating systems

### 2 UNITS

### CATEGORY A

240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

This can be combined with any other HSC Science course.

### FURTHER STUDIES

- Develops investigative and research skills that will benefit further study

### CAREER PATHWAYS

- Science Journalism
- Communication Studies
- Humanities
- Teaching

### PERSONAL REQUIREMENTS

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

### 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 the 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

### TOPICS STUDIED

#### Year 11

- Module 1: Cause and Effect – Observing
- Module 2: Cause and Effect – Inferences and Generalisations
- Module 3: Scientific Models
- Module 4: Theories and Laws
- Depth Study: 30 hours allocated within the 120 course hours

#### Year 12

- Module 5: Scientific Investigations
- Module 6: Technologies
- Module 7: Fact or Fallacy?
- Module 8: Science and Society
- Depth Study: 30 hours allocated within the 120 course hours

### ASSESSMENT STRATEGIES

- Practical investigation field studies
- In-depth research studies
- Examinations

### 2 UNITS

### CATEGORY A

240 HOURS / 2 YEARS

### BOARD DEVELOPED

LINK TERTIARY, CAREER, JOB

### GENERAL INFORMATION

Students will need to meet an eligibility criterion for this course. It is for beginners only.

### FURTHER STUDIES

- 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

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

### PERSONAL REQUIREMENTS

- Good communication skills
- Self-motivation

### 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 appropriately in order to undertake activities in communities where Italian is spoken.

### TOPICS STUDIED

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

### ASSESSMENT STRATEGIES

- Reading
- Writing
- Listening
- Speaking
- Formal examinations

## 2 UNITS

## CATEGORY A

## 240 HOURS / 2 YEARS

## BOARD DEVELOPED

## LINK TERTIARY, CAREER

### GENERAL INFORMATION

Students will need to meet an eligibility criterion for this course. It is for beginners only.

### FURTHER STUDIES

- 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

- Japanese is an advantage in areas such as public relations, commerce, hospitality, education, marketing, international relations, media, tourism, linguistics and teaching English in Japan

### PERSONAL REQUIREMENTS

- Good communication skills
- Self-motivation

### 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 appropriately in order to undertake activities in communities where Japanese is spoken.

### TOPICS STUDIED

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

### ASSESSMENT STRATEGIES

- Reading
- Writing
- Listening
- Speaking
- Formal examinations



### 2 UNITS

### CATEGORY A

### 240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

#### GENERAL INFORMATION

Students will need to meet an eligibility criterion for this course. It is for continuing students only.

#### 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

#### PERSONAL REQUIREMENTS

- Good communication skills
- Self-motivation

#### 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.

#### TOPICS STUDIED

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

#### ASSESSMENT STRATEGIES

- Reading
- Writing
- Listening
- Speaking
- Formal examinations

### 2 UNITS

### CATEGORY A

240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

Students acquire knowledge and understanding essential to develop an appreciation of legal issues and requirements that have shaped the modern world.

### FURTHER STUDIES

- Tertiary
- TAFE

### CAREER PATHWAYS

- Solicitor
- Barrister
- Judge
- Police Officer
- Medicine
- Teacher
- Youth/Social Worker

### PERSONAL REQUIREMENTS

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

### 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.

### TOPICS STUDIED

Year 11 – 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 – 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

### ASSESSMENT STRATEGIES

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

## 2 UNITS

## CATEGORY A

## 240 HOURS / 2 YEARS

## BOARD DEVELOPED

## LINK TERTIARY, CAREER

### GENERAL INFORMATION

This course must be studied concurrently with Mathematics Advanced. It is a prerequisite for Mathematics Extension 2 in Year 12.

### FURTHER STUDIES

- Tertiary

### CAREER PATHWAYS

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

### EQUIPEMENT REQUIREMENTS

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

### 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.

### 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

### ASSESSMENT STRATEGIES

- Written tasks
- Tests and Examinations
- Practical Tasks

### 2 UNITS

### CATEGORY A

### 240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

Students who do not have a solid grasp of the Stage 5, 5.3 course may experience difficulties with the content of this course.

### FURTHER STUDIES

- Tertiary
- TAFE

### CAREER PATHWAYS

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

### EQUIPMENT REQUIREMENTS

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

### 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.

### 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

### ASSESSMENT STRATEGIES

- Written tasks
- Tests and Examinations
- Practical Tasks

### 2 UNITS

CATEGORY A OR B

240 HOURS / 2 YEARS

BOARD DEVELOPED

LINK TERTIARY, CAREER

### GENERAL INFORMATION

Mathematics Standard 1 and 2, Year 12 are Board Developed externally examined courses.

### FURTHER STUDIES

- Tertiary
- TAFE

### CAREER PATHWAYS

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

### 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.

### 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 (Category B) or Mathematics Standard 2 (Category A) 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. Students in Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark may be used by UAC to contribute to the student's ATAR as a Category B course.

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.

### 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

### ASSESSMENT STRATEGIES

- Written tasks
- Tests and examinations
- Practical tasks

## 2 UNITS

## CATEGORY A

240 HOURS / 2 YEARS

## BOARD DEVELOPED

LINK TERTIARY, CAREER, JOB

## 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
- Journalism

## PERSONAL REQUIREMENTS

- An interest in historical sources
- An interest in world history
- Good study habits

## GENERAL COURSE DESCRIPTION

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources.

It offers students the opportunity to investigate the possible motivations and actions of individuals and groups and how they have shaped the world politically, culturally, economically and socially.

Modern History enables students to trace the historical background of contemporary issues. It equips students with the knowledge, understanding and skills to help them examine and make sense of the world around them.

## TOPICS STUDIED

### Year 11

- The decline and fall of The Romanovs
- The investigation of historic sites and sources
- Indo China
- The contestability of the past
- The Making of the Modern World: WW1 1914-1919

### Year 12

- 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)

## ASSESSMENT STRATEGIES

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

### 2 UNITS

### CATEGORY A

240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

There is no prerequisite for this subject.

### FURTHER STUDIES

- Music
- Music education
- Creative industries
- Sound engineering
- Entertainment

### CAREER PATHWAYS

- Musician
- Music Teacher
- Composer
- Audio Engineer

### 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.

### 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.

### 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

### 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.

**2 UNITS****CATEGORY A****240 HOURS / 2 YEARS****BOARD DEVELOPED****LINK TERTIARY, CAREER, JOB****GENERAL INFORMATION**

This is a theory-based subject.

**FURTHER STUDIES**

- Tertiary
- TAFE

**CAREER PATHWAYS**

- Health & Physical Education
- Teaching Health Sciences (physio, nursing, sports medicine)
- Sports Administration
- Sports Management
- Sports Coaching

**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

**GENERAL COURSE DESCRIPTION**

The Personal Development, Health, and Physical Education (PDHPE) 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.

**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

**ASSESSMENT STRATEGIES**

- Research projects
- Critical enquiry in tasks
- Semester examinations



**2 UNITS****CATEGORY A****240 HOURS / 2 YEARS****BOARD DEVELOPED****LINK TERTIARY, CAREER****GENERAL INFORMATION**

Recommended for students who have selected a career pathway in this field.

**FURTHER STUDIES**

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

**CAREER PATHWAYS**

- Engineering
- Radiologist
- Nuclear Scientist
- Geophysicist
- Astronomer
- Materials Scientist
- Designer
- Beneficial in most career paths and highly valued in areas such as programming, economics, analysis, banking, business, health, insurance...

**PERSONAL REQUIREMENTS**

- Excellent mathematical skills with ongoing study
- Attention to detail
- The pursuit of excellence
- A willingness to learn
- An interest in how things work

**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 that 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.

**TOPICS STUDIED****Year 11**

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism
- Depth study

**Year 12**

- Advanced mechanics
- Electromagnetism
- The nature of light
- From the universe to the atom
- Depth study

**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

### 2 UNITS

### CATEGORY A

240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

Students acquire the knowledge and understanding essential in developing an appreciation of societies, cultures, people, environments and events that have shaped the modern world.

### FURTHER STUDIES

- Tertiary
- TAFE

### CAREER PATHWAYS

- Tourism
- Health Services
- Social Work
- Community Work
- Education
- Artistic work

### PERSONAL REQUIREMENTS

- An interest in cultures, societies and people
- An interest in communication and research skills
- An interest in learning about yourself

### GENERAL COURSE DESCRIPTION

The goal of Society and Culture is the development of social and cultural literacy through an 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. This course promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.

### TOPICS STUDIED

#### Year 11

- The social and cultural world
- Personal and social identity
- Intercultural communication

#### Year 12

- Personal Interest Project - HSC Major Works - 40% (Core)
- Social and cultural continuity and change (Core)
- Two Depth Studies:
  - Popular culture
  - Belief systems and ideologies

### ASSESSMENT STRATEGIES

- Research projects
- Multiple choice and short answer questions
- Written extended responses (Essays)
- Examinations

# SOFTWARE DESIGN AND DEVELOPMENT

Stage 6

**2 UNITS**

**CATEGORY A**

**240 HOURS / 2 YEARS**

**BOARD DEVELOPED**

**LINK TERTIARY, CAREER**

## GENERAL INFORMATION

This course is available to all students. It is NOT necessary to have studied Information Software and Technology to study this subject.

## FURTHER STUDIES

- Tertiary
- TAFE

## CAREER PATHWAYS

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

## PERSONAL REQUIREMENTS

- Interested in learning programming languages
- The ability to be creative and spend time solving programming problems

## 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.

## TOPICS STUDIED

- Concepts & issues in the design & development of software
- Introduction to software development
- Developing software solutions
- Programming languages may include:
  - UNITY
  - Python
  - Pygame
  - C++

## ASSESSMENT STRATEGIES

- Research investigation
- Source analysis
- Oral and written extended responses
- Speech transcripts

## PRACTICAL REQUIREMENTS

- Access to a computer with internet
- This course will be delivered under the Windows operating system.

### 2 UNITS

### CATEGORY A

### 240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

Students will need to meet an eligibility criterion for this course. It is for beginners only.

### FURTHER STUDIES

- The study of Spanish 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

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

### PERSONAL REQUIREMENTS

- Good communication skills
- Self-motivation

### 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 appropriately in order to undertake activities in communities where Spanish is spoken.

### TOPICS STUDIED

- Home, family and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

### ASSESSMENT STRATEGIES

- Reading
- Writing
- Listening
- Speaking
- Formal examinations

### 2 UNITS

### CATEGORY A

240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### 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.

### FURTHER STUDIES

- TAFE: Cert IV, Diploma, Advanced Diploma in Fashion Design and Technology.
- University: Bachelor of Design in Fashion & Textiles, Bachelor of Design in Visual Communication, Bachelor of Design in Interior Architecture

### CAREER PATHWAYS

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

### PERSONAL REQUIREMENTS

- Basic sewing skills are an advantage

### GENERAL COURSE DESCRIPTION

Textiles & Design is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

### TOPICS STUDIED

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

### ASSESSMENT STRATEGIES

- Research investigation
- Source analysis
- Oral and written extended responses
- Speech transcripts

### STEM APPLICATIONS

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

### PRACTICAL REQUIREMENTS

- Access to a sewing machine and equipment is essential
- Materials for project

### 2 UNITS

### CATEGORY A

### 240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK TERTIARY, CAREER

### GENERAL INFORMATION

Students do not need to have studied Visual Arts in Stage 5.

### FURTHER STUDIES

- Tertiary: Applied Arts, Design & Architecture
- TAFE: Diploma courses

### CAREER PATHWAYS

- Commercial artist
- Visual arts teacher
- Industrial designer
- Graphics (Publishing)
- Architect
- Curator

### PERSONAL REQUIREMENTS

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

### 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.

### TOPICS STUDIED

#### Year 11

- Still Life: An exploration of "objects"
- Conflict: Social and Political Issues, Picasso's "Guernica" and other related works
- "The Archibald": the modern portrait and contemporary practice

#### Year 12

- Artists and their World
- Shock Horror: artworks which have shocked their audience
- Cultured Comment
- Art Practice
- Responding to the Question

### 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.

### 3.2.2 Vocational Education and Training (VET) Courses

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

#### VET FAQs

##### Common Abbreviations

AQF	Australian Qualifications Framework	The national policy for regulated qualifications in Australian education and training. It ensures all qualification levels are consistent.
ICF	Industry Curriculum Framework Course	count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their ATAR.
VET	Vocational Education and Training	
SBAT	School-based Apprenticeship and Traineeship	School based apprentices work part-time and undertake the first stage of their apprenticeship training before the end of the HSC year.



#### What is the difference between VET courses and other HSC courses?

VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC. Learning and assessment focuses on skills and is competency based. In some VET courses work placement is compulsory.

#### What is reported on the HSC?

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment

towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the NSW Education Standards Authority (NESA).

#### What are competencies?

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

#### Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

#### What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

#### What are Australian Qualification Framework (AQF) qualifications?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

**What are Industry Curriculum Frameworks?**

NESA has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

**What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?**

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study. However a Board Endorsed Course (VET BEC) does not contribute to the ATAR.

**What are Specialisation Courses?**

Specialisation courses are 1 unit or 2 unit extensions added to the 240 hour (2 unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

**Why is work placement compulsory in some VET courses?**

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, one week during the Preliminary course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

**Who delivers VET to students?**

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

**What is RPL?**

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

**What is Credit Transfer?**

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.

**How do foundation and employability skills relate to VET courses?**

Foundation and employability skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions."



**\$85**

**2 UNITS**

CATEGORY **NON-ATAR**

**240 HOURS / 2 YEARS**

**BOARD ENDORSED**

**LINK CAREER, JOB**

## QUALIFICATION

CUA30313 Certificate III Assistant Dance Teaching

## FURTHER STUDIES

- Tertiary study at University
- Industry course
- Private colleges

## CAREER PATHWAYS

- Dancer
- Performer
- Teacher

## PERSONAL REQUIREMENTS

- Confidence working with children and have the ability to clearly instruct children.
- Creativity and ability to choreograph, discuss and explicitly teach safe execution of movement.
- Demonstrate maturity and the ability to self-reflect in order to plan effective lessons to achieve a goal.
- Patience and the ability to deliver material to a variety of learners is also paramount.

## GENERAL COURSE DESCRIPTION

This course is designed for students who are wanting to become dance teachers within a private dance studio. Students will achieve a Certificate III in Assistant Dance Teaching.

Students will learn about anatomy, safe dance tuition, behaviour management, choreography, first aid and health. They will also gain an understanding of music and the safety of dancers.

## TOPICS STUDIED

### Core

- BSBWHS201 Contribute to health and safety of self and others
- CHCECE006 Support behaviour of children and young people
- CUADLT301 Develop basic dance analysis skills
- CUADTM301 Assist with dance teaching
- CUAMLT201 Develop and apply musical ideas and listening skills
- CUAWHS403 Incorporate anatomy and nutrition principles into skill development
- HLTAID003 Provide first aid
- SISCCRO302A Apply legal and ethical instructional skills

### Electives

- SISFFIT309A Plan and deliver group exercise sessions
- CUACHR301 Develop basic dance composition skills
- CUAIND304 Plan a career in the creative arts industry

## ASSESSMENT STRATEGIES

- Practical demonstrations of teaching and choreography
- Observations
- Research papers
- Written examinations

## WORK PLACEMENT

- 70 hours mandatory work placement (35 hours per year)

### 2 UNITS

### CATEGORY B - ATAR OPTIONAL

240 HOURS / 2 YEARS

### BOARD DEVELOPED

LINK CAREER, JOB

### QUALIFICATION

BSB20115 Certificate II Business

### FURTHER STUDIES

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

### CAREER PATHWAYS

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

### PERSONAL REQUIREMENTS

- Good communication skills
- Enjoy working with people
- Attention to detail.

### OPTIONAL HSC EXAM

The optional independent external exam validates this course for an ATAR or HSC. The exam has no impact on vocational qualification eligibility.

### 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.

### TOPICS STUDIED

#### Core

- BSBWHS201 Contribute to health and safety of self and others

#### Electives

- BSBCUS201 Deliver a service to customers
- BSBIND201 Work effectively in a business environment
- BSBINM201 Process and maintain workplace information
- BSBINM202 Handle mail
- BSBINN201 Contribute to workplace innovation
- BSBCMM201 Communicate in the workplace
- BSBITU211 Produce digital text documents
- BSBITU212 Create and use spreadsheets
- BSBITU213 Use digital technologies to communicate remotely
- BSBSMB201 Identify suitability for micro business
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBWOR202 Organise and complete daily work activities
- BSBWOR203 Work effectively with others
- BSBWOR204 Use business technology
- FNSACC311 Process financial transactions and extract interim reports

### ASSESSMENT STRATEGIES

- Observation
- Written tasks
- Competency tests
- Integrated practical tasks

### WORK PLACEMENT

- 70 hours mandatory work placement (35 hours per year)

## NOT OFFERED IN 2022

2 UNITS

CATEGORY B - ATAR OPTIONAL

240 HOURS / 2 YEARS

BOARD DEVELOPED

LINK CAREER, JOB

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.

### QUALIFICATION

ICA30115 Certificate III  
Information, Digital Media and  
Technology

### FURTHER STUDIES

- TAFE
- Tertiary: Bachelor of Information Technology

### CAREER PATHWAYS

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

### PERSONAL REQUIREMENTS

- Access to a computer with necessary software and internet

### OPTIONAL HSC EXAM

The optional independent external exam validates this course for an ATAR or HSC. The exam has no impact on vocational qualification eligibility.

### 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.

### TOPICS STUDIED

#### Core

- BSBSUS301A Implement and monitor environmentally sustainable work practices
- BSBWHS304A Participate effectively in WHS communication and consultative processes
- ICAICT202A Work and communicate effectively in an IT environment
- ICAICT301A Create user documentation
- ICAICT302A Install and optimise operating system software
- ICASAS301A Run standard diagnostic tests

#### Stream

- ICAICT203A Operate application software packages
- ICAICT308A Use advanced features of computer applications
- ICAWEB303A Produce digital images for the web
- ICAWEB302A Build simple websites using commercial programs

#### Electives

- ICAWEB201A Use social media tools for collaboration and engagement
- BSBEBU401A Review and maintain a website

### 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

### WORK PLACEMENT

- 70 hours mandatory work placement (35 hours per year)

### 2 UNITS

### CATEGORY B - ATAR OPTIONAL

240 HOURS / 2 YEARS

### BOARD DEVELOPED

### LINK CAREER, JOB

### QUALIFICATION

SIR30216 Certificate III Retail

### 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

### PERSONAL REQUIREMENTS

- Good communication skills
- Enjoy working with people
- Attention to detail.

### OPTIONAL HSC EXAM

The optional independent external exam validates this course for an ATAR or HSC. The exam has no impact on vocational qualification eligibility.

### 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.

### TOPICS STUDIED

#### Core

- SIRXCEG001 Engage the customer
- SIRXCEG002 Assist with customer difficulties
- SIRXCEG003 Build customer relationships and loyalty
- SIRXCOM002 Work effectively in a team
- SIRXIND001 Work effectively in a service environment
- SIRXRSK001 Identify and respond to security risks
- SIRXSLS001 Sell to the retail customer
- SIRXWHS002 Contribute to workplace health and safety

#### Electives

- SIRXIND002 Organise and maintain the store environment
- SIRRINV002 Control stock
- SIRRMER001 Produce visual merchandise displays
- SIRRINV001 Receive and handle retail stock

#### Additional HSC Requirements

- SIRXSLS002 Following point of sale procedures

### ASSESSMENT STRATEGIES

- Observation
- Written tasks
- Competency tests
- Integrated practical tasks

### WORK PLACEMENT

- 70 hours mandatory work placement (35 hours per year)

### 3.2.3 Board Endorsed Courses (Non-ATAR)

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## 2 UNITS

CATEGORY **NON-ATAR**

**240** HOURS / **2** YEARS OR

**120** HOURS / **1** YEAR

## CONTENT ENDORSED

**LINK** CAREER, JOB

## 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.

## FURTHER STUDIES

- TAFE Certificates in Information Technology

## CAREER PATHWAYS

- Basic personal computer (PC) support
- Office work
- Retail industry

## PERSONAL REQUIREMENTS

- Access to a computer with internet

## 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.

## TOPICS STUDIED

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

## ASSESSMENT STRATEGIES

- Practical tasks
- Research
- Projects

## 2 UNITS

CATEGORY **NON-ATAR**

**240** HOURS / **2** YEARS OR

**120** HOURS / **1** YEAR

## CONTENT ENDORSED

LINK CAREER, JOB

### FURTHER STUDIES

- Early Childhood centres
- TAFE

### CAREER PATHWAYS

- Early Childhood Teacher
- Teaching
- Nursing
- Child Counsellors
- Primary Teaching

### 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

## 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.

## 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

## ASSESSMENT STRATEGIES

- Written & oral reports
- Group presentations
- Yearly examination

## 2 UNITS

CATEGORY **NON-ATAR**

**240** HOURS / **2** YEARS OR  
**120** HOURS / **1** YEAR

**CONTENT ENDORSED**

**LINK CAREER, JOB**

### 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

### PERSONAL REQUIREMENTS

- Students need a genuine interest in the oceans
- Well organised and conscientious in completing course work

### 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.

### 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
- The Marine Aquarium
- Estuarine Studies
- Coral Reef Ecology
- Sea birds of our Coast
- Marine Archaeology

### ASSESSMENT STRATEGIES

- Formal exams
- Research tasks
- Field studies



## 2 UNITS

CATEGORY **NON-ATAR**

**240** HOURS / **2** YEARS OR  
**120** HOURS / **1** YEAR

## CONTENT ENDORSED

**LINK** CAREER, JOB

## GENERAL INFORMATION

Students do not need to have concurrently studied PDHPE.

## FURTHER STUDIES

- Fitness centres
- TAFE: Community Recreation
- Tertiary: Physical Education

## CAREER PATHWAYS

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

## 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

## 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.

## 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

## ASSESSMENT STRATEGIES

- Practical Tasks
- Written & verbal reports
- Topic tests

### 2 UNITS

CATEGORY **NON-ATAR**

**240** HOURS / **2** YEARS OR

**120** HOURS / **1** YEAR

**CONTENT ENDORSED**

**LINK CAREER, JOB**

### GENERAL INFORMATION

Students do not need to have studied Visual Design in Stage 5.

### FURTHER STUDIES

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

### CAREER PATHWAYS

- Industrial Designer
- Graphics (Publishing)

### 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.

### 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.

### TOPICS STUDIED

6 - 12 modules

- Graphic Design
- Industrial Design
- Interior / Exterior Design
- Product Design
- Work Health and Safety
- Wearable Design
- Individual Project

### 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.

### 2 UNITS

CATEGORY **NON-ATAR**

**240** HOURS / **2** YEARS OR

**120** HOURS / **1** YEAR

### CONTENT ENDORSED

**LINK** CAREER, JOB

### GENERAL INFORMATION

Work placement is offered as a learning experience.

### 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.

### PERSONAL REQUIREMENTS

- Good communication skills
- A willingness to experience the world of work

### 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 many occupations 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.

### 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

### ASSESSMENT STRATEGIES

- Practical tasks
- Research activities
- Workplace activities
- Observation and written activities



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