

CAMDEN HIGH SCHOOL



**Decision Time:
HSC Subject Selection**

YEAR 11 2025

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A MESSAGE FROM THE PRINCIPAL

Welcome to the final two years of your Secondary Education. We are pleased that you have made the decision to study at Camden High School to achieve your Higher School Certificate and we offer you our ongoing support, as you work toward this goal.

The final two years of school are very special, and should be fulfilling. Importantly, they open up pathways to the future for each student and subject choice should be considered along with career goals. Although the HSC will involve hard work, most students find this time enjoyable and personally rewarding. School is, of course, about much more than the subjects taken and the most successful students are those who remain or become fully involved in the life of the school, whether it is through sport, cultural activities and/or social opportunities.

This booklet contains information on the courses offered in Years 11 and 12. Included in this, are the vocational courses that we offer either on or off site. Vocational courses can also be undertaken through TAFE or school-based apprenticeships / traineeships. We also offer courses through the Macarthur Trade Training Centre. The booklet also contains the rules for the subject selection process and information on assessment in the HSC.

Camden High School prides itself on being able to provide quality advice to ensure that individual students are able to select the course, which most appropriately reflects their abilities, interests and aspirations. Much of this advice is given through the subject selection process, with further meetings and interviews happening over the coming weeks.

Selecting subjects for the HSC is not a simple task and it should not be taken lightly. It is important for students to discuss the issue as it relates to themselves with a wide variety of people: but the decision should be theirs. Often, the importance of the ATAR, for University entrance, appears to make subject selection more difficult. Therefore, the best advice to students is always to do subjects in which you have had some success previously, and which you enjoy. It can happen that we are unable to offer a subject due to insufficient numbers or because of a timetable clash and for this reason we ask you to have some reserve possibilities in mind. However, we aim to provide a course for everyone.

Remember that we are here to help and if either parents or students feel the need for further information or counselling, there are a number of people at school who can be contacted. This includes Mr McKimm (Careers Adviser & Subject Selection Coordinator), Mr French (Deputy Principal), Mrs Savignano and Ms Russell (Year Advisers), or subject Head Teachers.

On behalf of the School, I would like to wish you well in this most important choice selection.

Karen Woods
Principal

THE HIGHER SCHOOL CERTIFICATE (HSC)

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

What do I have to do to gain an HSC?

To be eligible for the award of the HSC you must:

- 1. Complete a minimum of 12 units in the Preliminary course**
- 2. Complete a minimum of 10 units in the HSC course, with:**
 - at least two units in English or English Studies
 - at least three courses of 2 unit value or greater
 - at least six units of Board-developed courses
 - at least four subjects (including English)
 - No more than six units of Science (or 7 units in HSC year with Extension Science)
 - No exclusions in the course combinations.
- 3. Make a sustained and diligent effort in completing all coursework and complete assessment requirements.**
- 4. Make a serious attempt at the Higher School Certificate examinations.**
- 5. Demonstrate the HSC Minimum Standards**
- 6. All My Own Work**

All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed the HSC: All My Own Work program of ethical scholarship (or its equivalent). This program is delivered at school and will assist you to understand your rights and responsibilities in HSC assessment. This will be done in Term 4 this year, through the project 10 and Careers lessons.

If you do not follow the necessary pattern of study, you will not receive a Higher School Certificate. Each **course must be satisfactorily completed in the Preliminary year** to progress to the HSC.

What is the HSC Minimum Standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA) <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

What types of courses are available?

There are a number of different types of courses that you may choose from to study for the HSC.

BOARD DEVELOPED COURSES

These courses are subjects that the NSW Education Standards Authority (NESA) has developed a syllabus, setting out the objectives, outcomes, structure, content, and assessment requirements. NESA also develops HSC examinations for most of these courses. Board Developed Courses contribute to the calculation of the ATAR for University entry providing the HSC Examination is completed.

BOARD ENDORSED COURSES

These courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET courses can be studied either at school or through TAFE NSW and other training providers. Many VET courses have a mandatory work placement involved. The variety of School based VET courses available at Camden High School and the requirements of the different courses are listed in the VET section of this book.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR

All students studying a VET course must obtain a Unique Student Identifier (USI) and provide this to the training provider at the commencement of the course. www.usi.gov.au

EXTERNAL DELIVERED VET (EVET) COURSES

- May be Board Endorsed (e.g. Beauty Therapy) or Board Developed Industry Curriculum Framework VET (e.g. Tourism)
- May be face to face at an external institution or delivered in a Virtual Classroom online.
- Application for competitive entry to these courses is via the Careers Adviser.
- EVET 2025 course applications are open from the start of term 3 and will most likely close at the end of September 2024. Exact dates will be provided to students in Term 3.
- Late applications may only be considered after course vacancies are identified, and the schools Careers Adviser will be notified of these vacancies.
- Refer to the EVET page later in this booklet for the subjects on offer next year.

All students studying a EVET course must obtain a Unique Student Identifier (USI) and provide this to the training provider at the commencement of the course. www.usi.gov.au

What are units of study?

All courses have a value of ONE unit or TWO units. Most courses are two units. In the HSC each unit has a value of 50 marks.

- A **one unit** course has an indicative time of 60-70 hours
- A **two unit** course has an indicative time of 120-150 hours.
- An **extension course** generally has an indicative time of an additional 60-70 hours and carries an additional value of 1 unit. Extension courses are available in English, Mathematics, History, Science Music and some Languages.

Students with Disability

Identifying and responding to the personalised learning and support needs of students with disability is addressed through a collaborative planning process and is not reliant on requests for support from the student, parents or carers.

Camden High School Learning and Support Team will assist in planning around course options, provision of reasonable adjustments and HSC disability provisions where required and this support will be an ongoing process.

Adjustments should enable equitable participation by students in the full range of education activities on the same basis as their peers without disability.

Students with disability can meet the requirements for the award of the HSC by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses.

Principals will be required to certify on the Year 11 and Year 12 entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a collaborative planning process that addresses the student's transition from school to adult life.

ASSESSMENT AND REPORTING

Teachers are provided with a syllabus package for each course. The package includes the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabus, along with assessment and examination information, and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected in each subject.

School-based assessment tasks will contribute to 50% of your HSC mark, excluding VET. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. The other 50% will come from the HSC examination. (Except for Board Endorsed courses which have no formal HSC exam).

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 will correspond to the highest level of achievement.

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

The HSC Testamur – The official certificate confirming your achievement of all requirements for the award.

The Record of School Achievement (RoSA) – This document lists the courses you have studied and reports the marks and bands you have achieved. The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

Course Reports – For every HSC Board Developed Course (except VET courses) you will receive a *Course Report* showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.

VET Courses – students will receive a Transcript of Competencies Received, listing all of the competencies that they have demonstrated. Students may also receive a Certificate II or III if they have completed all of the competencies necessary to achieve the full credential. 240hr and 300hr VET courses have an OPTIONAL exam. The HSC mark is 100% from the HSC exam.

HOW DO I CHOOSE SUBJECTS FOR THE HSC?

Follow Your Interests

- Study subjects you are interested in and believe you will do well in. Do not study a subject that does not interest you.
- Do not choose a subject based on your friends or the teachers as both can change.

Know your abilities

- Look for subjects which you can do well in because you are good at them.

Reflect on who you are and who you want to be

- Know your personality – are you a ‘people-person’, a team worker, a leader or are you a follower? Do you enjoy solving problems? Are you friendly, confident, outgoing OR quiet, shy and not very skilful in social situations?
- Know your talents – be honest and self-critical about your artistic, musical, design, technical, manual and athletic skills.

Know your Options

- Familiarise yourself with as many jobs, professions and trades as possible including ones with confusing or complicated names.

Set Achievable Goals

- Set a long-term goal – where do you want to be in 10 years’ time? Set a short-term goal and find out if you need an ATAR to achieve your career ambitions.

Think about where you might be headed – Do you need an ATAR because University is an option?

- Check that you satisfy *assumed knowledge* and even *recommended knowledge* for entry to courses you are interested in. These are predominantly Mathematics and Science Courses.
- Unless you are certain that university is not for you, choose subjects which count for the ATAR so that the university pathways will be open to you at the end of the HSC. But keep in mind there are always pathways to University later that do not require an ATAR, this may involve pursuing a VET course and using a Diploma for example to access university 12 months or so later. Your Careers Adviser can help map out these pathways.
- If you are interested in a vocational pathway, you should explore VET courses that are available.
- VET courses are also a good way to develop skills for casual work to supplement university study.
- Any subject which helps to achieve the highest ATAR or helps to get you into a TAFE course will eventually be of benefit to you when you take on further study.

What do universities expect?

- What is the range of ATAR ‘selection ranks/cut-offs’ required at different universities to study the courses you are interested in? Do you need to improve your motivation and/or study skills?

Reflect on study habits

- Know your motivation and study habits – are you working near capacity or ‘cruising’ and doing the minimum? Do you know how to study for your subjects? There are many people to seek help from

Know the terminology

- Don't assume anything – if you don't understand tertiary courses, traineeships, apprenticeships, casual employment – make sure you find out!
- Know what employers mean by words commonly used in job advertisements e.g. team worker, proven communication and human relations skills.

WHERE TO GET ADVICE

There are many people available to help you make these decisions:

Deputy Principal	Mr French
Subject Selection Coordinator & Careers Adviser	Mr McKimm
Head Teacher Secondary Studies	Mrs Bui
Careers Adviser	Ms Abelitis
Year Adviser	Mrs Savignano and Ms Russell
Head Teacher English	Ms Bendeich
Head Teacher Mathematics	Ms Macey
Head Teacher Science	Mrs Bromley / Mr McKenzie
Head Teacher Creative Arts and Languages	Mr Moore
Head Teacher HSIE (History & Social Science)	Ms Fascioli
Head Teacher PD/Health/PE	Mr Garland
Head Teacher TAS	Mrs Duryea
Head Teacher Support	Mr Smith
Vocational Education (VET) Coordinator	Mrs Hotson
Externally Delivered VET Coordinator (EVET) Including Virtual Launchpad courses	Mr McKimm

UNIVERSITY ADMISSION AND THE HSC

Entry to university is usually based on a student's Australian Tertiary Admission Rank (ATAR) issued by the University Admission Centre (UAC), but it may also include additional tests, auditions, interviews or a portfolio of work (creative/performing arts).

To be eligible for an ATAR a student must complete at least 10 units of Board Developed or VET framework courses including at least 2 units of English. These courses must include at least three courses of 2 units or greater, and at least four subjects.

Calculation of a student's ATAR will be based on an **aggregate of scaled marks in their best ten units of Board Developed Courses** comprising:

- The best two units of English
- and
- The best eight units from the remaining Board Developed Subjects

Universities designate some HSC subject/courses as:

- **Prerequisite** – meaning students **must** gain acceptable results in this subject/course for entry to particular university courses. Often this is higher levels English or Mathematics
- **Assumed Knowledge** – meaning that the university will **assume** a student has studied this subject / course **but that this will not be checked.**
- **Recommended Studies** – meaning that the university suggests that these subjects/courses will assist you in a particular university / course.

The most recent ATAR required and HSC subjects / courses recommended for entry to particular university courses are detailed in the **UAC GUIDE** (for Year 12s) and **UNIVERSITY ENTRY REQUIREMENTS** (for Year 10s), published each year.

The Careers Adviser, Year Adviser and Deputy Principal have copies of these publications.

Visit








<https://www.uac.edu.au/future-applicants/year-10-students>

for more information for Year 10 students making subject choices with the hope of receiving an ATAR and applying to university.

Top tips for choosing HSC courses

- Make the link between your choices now and where you want to go after Year 12.
- If you want to get an ATAR, make sure you will be eligible. In 2025, NSW Year 12 students must complete at least:
 - 10 units of Board Developed courses
 - 2 units of English
 - three Board Developed courses of 2 units or greater
 - four subjects areas.
- Choose HSC courses that you're good at and interested in, and that will lay a foundation for your future plans. In particular, choose courses that will prepare you well for the areas of university study you're planning to pursue.
- If you're not sure what level maths and English to take, choose the level that suits your ability and future plans, rather than trying to take advantage of how courses are scaled: you will not necessarily get a higher ATAR just by studying a lower level course. And be aware that while unis often increase your selection rank in recognition of your performance in particular HSC courses (usually for Bands 5 and 6), they don't always reward your performance in the lower level courses, no matter how well you do.
- Just about any combination of courses can lead to a good ATAR; it all depends on how well you do in all your courses in comparison to other students. The table below addresses a number of scaling 'myths'.
- Check if the uni you want to go to, or the course you want to do, has prerequisites (these can include a high-level maths or English course) and assumed knowledge.
- To make good choices about what to study, work to the best of your ability and focus on your goals for life after school.

Scaling myths

Myth	Fact
 <p>Some courses are always 'scaled up', therefore I should study those.</p> <p>-----</p>  <p>Some courses are always 'scaled down', therefore I should avoid those.</p>	 <p>The way a course is scaled depends entirely on the average academic performance of all the students doing that course that year – and it can change from year to year. For most courses, your scaled mark will be lower than your HSC mark. To get the best possible position and maximise your scaled marks, select the courses you'll do best in.</p>
 <p>I need to study 'hard' subjects to get high scaled marks.</p>	 <p>'Hard' is a subjective term. Everyone has different strengths and interests. Students who achieve an ATAR of 99.95 study a large variety of subjects.</p>
 <p>I should study Mathematics Standard 2 rather than Mathematics Advanced to get a better ATAR.</p>	 <p>It's very difficult to predict which course will lead to a higher scaled mark. Your scaled mark depends on the average academic ability of the students studying that course and your position in the course. When considering which maths course to study, remember that some university courses have prerequisites or assumed knowledge of Mathematics Advanced. It's important to choose the level of maths that best suits your plans for further study.</p>

TAFE ADMISSION AND THE HSC

Entry to regular TAFE courses is **not** based on the ATAR. However, TAFE does consider HSC course results for entry to some courses. Other factors:

- Previous employment/volunteer work
- Previous school, TAFE or adult courses
- Career intentions, knowledge of the industry, commitment and ability to do the course, specific talents and skills

Some TAFE NSW courses have additional selection criteria such as a questionnaire, entrance test, interview or portfolio.

- If you have studied a VET course as part of your HSC you may be entitled to credit transfers.
- Course information including Application and Enrolment details can be found at the TAFE NSW website.

<https://www.tafensw.edu.au/school-students>

COURSES OFFERED BY FACULTY

Faculty	Board Developed Courses	Optional Exams (OE), VET or Content Endorsed (CEC)
English	<ul style="list-style-type: none"> • English Standard • English Advanced • English Extension (must also chose English Advanced) 	<ul style="list-style-type: none"> • English Studies (OE)
Maths	<ul style="list-style-type: none"> • Mathematics Standard / Standard 2 Pathway in Year 12 • Mathematics Advanced • Mathematics Extension 1 (must also chose Mathematics) 	<ul style="list-style-type: none"> • Mathematics Standard / Standard 1 Pathway in Year 12 (OE) • Numeracy (CEC)
Science	<ul style="list-style-type: none"> • Agriculture • Biology • Chemistry • Earth and Environmental Science • Physics • Investigating Science 	<ul style="list-style-type: none"> • VET Primary Industries (OE) Delivered offline at Elderslie HS
HSIE Human Society and Its Environment	<ul style="list-style-type: none"> • Ancient History • Modern History • Society and Culture • Business Studies • Legal Studies • Economics - Delivered offline at Elizabeth Macarthur HS 	<ul style="list-style-type: none"> • VET Business Services (OE) Delivered online at Camden HS • VET Retail Services (OE) Delivered online at Camden HS
PE	<ul style="list-style-type: none"> • Health & Movement Science (PD/Health/PE) 	<ul style="list-style-type: none"> • Sport, Lifestyle and Recreation (CEC) • Work Studies (CEC)
TAS Technology and Applied Studies	<ul style="list-style-type: none"> • Community and Family Studies (CAFS) • Food Technology • Industrial Technology – Timber 	<ul style="list-style-type: none"> • Exploring Early Childhood (CEC) • VET Hospitality (OE) Delivered both online and offline at Camden HS
CAPA	<ul style="list-style-type: none"> • Music 1 • Visual Arts • Dance – Delivered offline at Elderslie HS and Elizabeth Macarthur HS • Drama – Delivered offline at Camden HS 	<ul style="list-style-type: none"> • VET Entertainment (OE) Delivered online at Camden HS and offline at Elderslie HS. • Photography, Video and Digital Imaging (CEC) • Visual Design (CEC)
LOTE Languages Other Than English	<ul style="list-style-type: none"> • Japanese - Delivered offline at CHS 	
EVET	<p>Externally Delivered VET courses are a mix of BDC and BEC. Delivered in either Virtual Classrooms or at TAFE, Campbelltown, Macquarie Fields, Miller and Liverpool Campus. Nursing Health Services EVET course runs at Campbelltown Hospital.</p> <p>For full list see Mr McKimm or Ms Abelitis</p>	

Course: English (Standard)	Course No: 15130
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Advanced); English (ESL); English (Extension); English Studies
<p>Course Description</p> <p>In the Preliminary English (Standard) 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 OR poetry, nonfiction, film, media and multimedia.</p> <p>In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; drama OR poetry; nonfiction OR film OR media.</p>	
<p>What students learn</p> <p>Preliminary Course – The course has three sections</p> <ul style="list-style-type: none"> • Common module – Reading to Write: Transition to Senior English • Module A: Contemporary Possibilities • Module B: Close Study of Literature <p>HSC Course – The course has four sections</p> <ul style="list-style-type: none"> • Common module – Texts and Human Experiences • Module A: Language, Identity and Culture • Module B: Close Study of Literature • Module C: The Craft of Writing 	
<p>Particular Course Requirements</p> <p>In the Preliminary English (Standard) course students are required to:</p> <ul style="list-style-type: none"> • study ONE complex multimodal or digital text in Module A. (This may include the study of film.) • study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. • study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. • support the study of texts with their own wide reading. <p>HSC English (Standard) course requires the close study of:</p> <ul style="list-style-type: none"> • three types of prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"> ○ prose fiction ○ poetry OR drama ○ film OR media OR nonfiction • the selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course. • ONE related text in the Common module: Texts and Human Experiences. 	
COURSE COSTS: Nil	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Ms Bendeich</i></p>	

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Course: English (Advanced)	Course No: 15140
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Standard); Fundamentals of English; English (ESL); English Studies
<p>Course Description</p> <p>In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia. 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.</p> <p>In the HSC English (Advanced) 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 types of prescribed texts drawn from: Shakespearean drama; prose fiction; drama or poetry; film OR nonfiction OR media; and a wide range of additional related texts and textual forms.</p>	
<p>What students learn</p> <p>Preliminary Course – The course has three sections</p> <ul style="list-style-type: none"> • Common module: Reading to Write: Transition to Senior English • Module A: Narratives that Shape our World • Module B: Critical Study of Literature <p>HSC Course – The course has four sections</p> <ul style="list-style-type: none"> • Common module: Texts and Human Experiences • Module A: Textual Conversations • Module B: Critical Study of Literature • Module C: The Craft of Writing 	
<p>Particular Course Requirements</p> <p>In the Preliminary English (Advanced) Course students are required to:</p> <ul style="list-style-type: none"> • study a range of complex and substantial texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. • support their study of texts with their own wide reading. <p>HSC English (Advanced) Course requires the close study of:</p> <ul style="list-style-type: none"> • four prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"> ○ Shakespearean drama ○ prose fiction ○ poetry OR drama ○ the remaining text may be film, media or nonfiction text or may be selected from one of the categories above. • ONE related text in the common module: Texts and Human Experiences. 	
<p>COURSE COSTS: Nil</p>	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;">It is a course designed for students who have outstanding skills and genuine interest in English</p> <p style="text-align: center;"><i>For more information about this course contact Ms Bendeich</i></p>	

<p>Courses: Preliminary English Extension HSC English Extension 1 HSC English Extension 2</p>	<p>Course No: 15160 Course No: 15170</p>
<p>1 unit of study for each of Preliminary and HSC Prerequisites: (a) English (Advanced) (b) Preliminary English (Extension) is a prerequisite for English Extension Course 1 (c) English Extension Course 1 is a prerequisite for English Extension Course 2 (YEAR 12 ONLY) Exclusions: English (Standard); Fundamentals of English; English (ESL); English Studies</p>	
<p>Course Description In the Preliminary English Extension course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise. In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.</p>	
<p>What students learn Preliminary English Extension Course The course has one mandatory section: Module: Texts, Culture and Value. HSC English Extension Course 1 The course has one section. Students must complete a common module: Literary Worlds with ONE elective option. HSC English Extension Course 2 (YEAR 12 ONLY) The course requires students to complete a Major Work, process journal and reflection statement.</p>	
<p>Particular Course Requirements In the Preliminary English (Extension) Course teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students also select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project. HSC English Extension Course 1 requires the study of at least THREE texts that must be selected from a prescribed text list for the module study including at least TWO extended print texts. Students are required to study at least TWO related texts. HSC English Extension Course 2 (YEAR 12 ONLY) The course requires students to complete a Major Work. Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.</p>	
<p>COURSE COSTS: Nil</p>	
<p>ADDITIONAL INFORMATION: <i>For more information about this course contact Ms Bendeich</i></p>	

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Course: English Studies	Course No: 30100
2 units for each of Preliminary and HSC years Board Developed Course	Exclusions: English (Standard); English (Advanced); English (ESL); English (Extension)
<p>Course Description English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English (Standard) course.</p>	
<p>Course Entry Guidelines Students studying English Studies may elect to undertake an OPTIONAL HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR). <i>Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.</i></p> <p>Students who are planning to apply for direct entry to university after school should enrol in English (Standard) or English (Advanced). English Studies is a course designed for students planning to transition directly into the workforce or into vocational training after school.</p>	
<p>What students learn</p> <p>Preliminary Course – ONE mandatory module and an additional 2–4 modules to be studied</p> <ul style="list-style-type: none"> • Mandatory module: Achieving Through English: English in education, work and community <p>HSC Course – ONE mandatory module and an additional 2–4 modules to be studied</p> <ul style="list-style-type: none"> • Common mandatory module: Texts and Human Experiences 	
<p>Particular Course Requirements In each of the Preliminary and HSC courses students are required to:</p> <ul style="list-style-type: none"> • Read, view, listen to and compose a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia. • Study Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • Study texts with a wide range of cultural, social and gender perspectives, popular and youth cultures • Study a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. 	
<p>COURSE COSTS: Nil</p>	
<p>ADDITIONAL INFORMATION: <i>For more information about this course contact Ms Bendeich</i></p>	

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Course: Agriculture	Course No: 15010
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>	
<p>What students learn</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Overview (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) <p>HSC Course Core (80%)</p> <ul style="list-style-type: none"> • Plant/Animal Production (50%) • Farm Product Study (30%) 	
<p>Elective (20%)</p> <p>Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> • Agri-food, Fibre and Fuel Technologies • Climate Challenge • Farming for the 21st Century 	
<p>Particular Course Requirements Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.</p>	
<p>COURSE COSTS: \$30 per year</p>	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Mrs Bromley or Mr McKenzie</i></p>	

Course: Ancient History	Course No: 15020
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.</p> <p>The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.</p>	
<p>What students learn</p> <p>Year 11 course</p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> ▪ Investigating Ancient History <ul style="list-style-type: none"> ▪ Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies ▪ Features of Ancient Societies <ul style="list-style-type: none"> ▪ Students study at least two ancient societies ▪ Historical Investigation <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p> <p>Year 12 course</p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> ▪ Core Study: Cities of Vesuvius – Pompeii and Herculaneum ▪ One ‘Ancient Societies’ topic ▪ One ‘Personalities in their Times’ topic ▪ One ‘Historical Periods’ topic <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
COURSE COSTS: Nil	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Ms Fascioli</i></p>	

Course: Biology		Course No: 11030
2 units for each of Year 11 and Year 12 Board Developed Course		
Course Description		
<p>The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p>		
What students learn		
Year 11 The Year 11 course consists of four modules.	Year 12 The Year 12 course consists of four modules.	
Module 1 Cells as the Basis of Life	Module 5 Heredity	
Module 2 Organisation of Living Things	Module 6 Genetic Change	
Module 3 Biological Diversity	Module 7 Infectious Disease	
Module 4 Ecosystem Dynamics	Module 8 Non-infectious Disease and Disorders	
Course Requirements		
<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p>		
COURSE COSTS: Nil course cost, Excursion & Mandatory fieldwork incur extra cost.		
ADDITIONAL INFORMATION:		
<i>For more information about this course contact Mrs Bromley or Mr McKenzie</i>		

Course: Business Studies	Course No: 15040
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p>What students learn</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Nature of business – the role and nature of business • Business management – the nature and responsibilities of management • Business planning – establishing and planning a small to medium enterprise <p>HSC Course</p> <ul style="list-style-type: none"> • Operations – strategies for effective operations management • Marketing – development and implementation of successful marketing strategies • Finance – financial information in the planning and management of business • Human resources – human resource management and business performance 	
<p>COURSE COSTS: Nil Excursions may incur extra costs.</p>	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Ms Fascioli</i></p>	

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Course: Chemistry		Course No: 11050
2 units for each of Year 11 and Year 12 Board Developed Course		
Course Description The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes. The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of		
What students learn		
Year 11 The Year 11 course consists of four modules.		Year 12 The Year 12 course consists of four modules.
Module 1 Properties and Structure of Matter		Module 5 Equilibrium and Acid Reactions
Module 2 Introduction to Quantitative Chemistry		Module 6 Acid/base Reactions
Module 3 Reactive Chemistry		Module 7 Organic Chemistry
Module 4 Drivers of Reactions		Module 8 Applying Chemical Ideas
Course Requirements Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.		
COURSE COSTS: Nil		
ADDITIONAL INFORMATION: <i>For more information about this course contact Mrs Bromley or Mr McKenzie</i>		

Course: Community and Family Studies	Course No: 15060
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<p>What students learn</p> <p>Through the study of the Community and Family Studies course, students learn to develop:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing ▪ knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing ▪ knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities ▪ knowledge and understanding about research methodology and skills in researching, analysing and communicating ▪ skills in the application of management processes to meet the needs of individuals, groups, families and communities ▪ skills in critical thinking and the ability to take responsible action to promote wellbeing ▪ an appreciation of the diversity and interdependence of individuals, groups, families and communities. <p>Preliminary course</p> <ul style="list-style-type: none"> ▪ Resource Management (20%): Basic concepts of the resource-management process ▪ Individuals and Groups (40%): The individual's roles, relationships and tasks within and between groups ▪ Families and Communities (40%): Family structures and functions, and the interaction between family and community <p>HSC course</p> <ul style="list-style-type: none"> ▪ Research Methodology (25%): Research methodology and skills culminating in the production of an Independent Research Project ▪ Groups in Context (25%): The characteristics and needs of specific community groups ▪ Parenting and Caring (25%): Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society <p>HSC modules Select ONE of the following:</p> <ul style="list-style-type: none"> ▪ Family and Societal Interactions (25%): Government and community structures that support and protect family members throughout their lifespan ▪ Social Impact of Technology (25%): The impact of evolving technologies on individuals and lifestyle <p>Individuals and Work (25%): Contemporary issues confronting individuals as they manage roles within both their family and work environments</p>	
<p>Particular Course Requirements</p> <p>The Preliminary course consists of three mandatory modules and the indicative course time allocated to their study. The HSC course consists of three mandatory modules representing 75 per cent of course time. An options component representing 25 per cent of course time includes three modules of which students are to study only one. Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management</p>	
COURSE COSTS: Nil	
<p>ADDITIONAL INFORMATION: students are expected to provide writing materials as necessary and if possible bring a laptop fully charged for each theory lesson</p> <p style="text-align: center;"><i>For more information about this course contact Mrs Duryea</i></p>	

<p>Course: Dance Delivery school TBC Will be delivered at Elderslie High School.</p>	<p>Course No: 11070</p>
<p>2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p>What students learn</p> <p>Preliminary Course</p> <p>Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.</p> <p>While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance.</p> <p>HSC Course</p> <p>Students will study the three main course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components Performance, Composition, Appreciation or Dance and Technology.</p>	
<p>Particular Course Requirements</p> <p>The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.</p> <p>The published <i>Course Prescriptions</i>, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.</p> <p>Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.</p>	
<p>COURSE COSTS: \$20 in Year 11 \$20 in Year 12 Excursions may incur additional costs. Assessments may be excursion based.</p>	
<p>ADDITIONAL INFORMATION:</p> <p>Course Materials: Students may be required to wear a black leotard and full-length black tights/leggings for practical activities and use a process diary.</p> <p><i>For more information about this course contact the delivery school once it has been confirmed</i></p>	

<p>Course: Drama Delivered offline at Camden HS</p>	<p>Course No: 11090</p>
<p>2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p>Course Description Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>Preliminary Course Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.</p> <p>HSC Course Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>	
<p>What students learn</p> <p>Preliminary Course Improvisation, Playbuilding and Acting Elements of Production in Performance Theatrical Traditions and Performance Styles</p> <p>HSC Course Australian Drama and Theatre (Core content) Studies in Drama and Theatre/Group Performance (Core content) Individual Project</p>	
<p>Particular Course Requirements The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects. Students selecting Drama are required to keep a log book of the development of each of the components Group Performance and Individual Project.</p>	
<p>COURSE COSTS: \$20 in Year 11 \$20 in Year 12 Excursions may incur additional costs</p>	
<p>ADDITIONAL INFORMATION: <i>For more information about this course contact Mr Moore or Mrs Bendeich</i></p>	

Course: Earth and Environmental Science		Course No: 11100
2 units for each of Year 11 and Year 12 Board Developed Course		
Course Description		
Preliminary Course		
The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.		
HSC Course		
The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.		
What students learn		
Year 11 Course The Year 11 course consists of 4 modules:		Year 12 Course The Year 12 course consists of 4 modules:
Module 1 - Earth's Resources		Module 5 - Earth's Processes
Module 2 - Plate Tectonics		Module 6 - Hazards
Module 3 - Energy Transformations		Module 7 - Climate Science
Module 4 - Human Impacts		Module 8 - Resource Management
Course Requirements		
Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.		
A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.		
Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.		
COURSE COSTS: Nil course cost, Excursion & Mandatory fieldwork incur extra cost.		
ADDITIONAL INFORMATION:		
<i>For more information about this course contact Mrs Bromley or Mr McKenzie</i>		

<p>Course: Economics Delivered at Elizabeth Macarthur High School</p>	<p>Course No: 15110</p>
<p>2 units for each of Preliminary and HSC Board Developed Course</p>	<p>Exclusions: Nil</p>
<p>Course Description</p> <p>Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>	
<p>What students learn</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Introduction to Economics – the nature of economics and the operation of an economy • Consumers and Business – the role of consumers and business in the economy • Markets – the role of markets, demand, supply and competition • Labour Markets – the workforce and role of labour in the economy • Financial Markets – the financial market in Australia including the share market • Government in the Economy – the role of government in the Australian economy. <p>HSC Course</p> <ul style="list-style-type: none"> • The Global Economy – Features of the global economy and globalisation • Australia's Place in the Global Economy – Australia's trade and finance • Economic Issues – issues including growth, unemployment, inflation, wealth and management. • Economic Policies and Management – the range of policies to manage the economy. 	
<p>COURSE COSTS: Nil Excursions may incur extra costs.</p>	
<p>ADDITIONAL INFORMATION:</p> <p>Year 11 will run on Tuesday afternoon 1.00 – 4.30pm and a bus will be provided to the school only. Year 12 will run on Wednesday afternoon 1.00 – 4.30pm and students will be required to provide their own transport to the school and home.</p> <p><i>For more information about this course contact Elizabeth Macarthur High School</i></p>	

Course: Exploring Early Childhood		Course No: 31012
Content Endorsed Course		Exclusions: Nil
<p>Course description</p> <p>Our society is increasingly recognising that children's experiences in the early childhood years form the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p>		
<p>What students learn</p> <p>Through the study of Exploring Early Childhood, students learn to develop:</p> <ul style="list-style-type: none"> ▪ knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children ▪ knowledge and understanding about the environmental factors that have an impact on young children's growth and development ▪ knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children ▪ skills in communication and interaction, research and analysis and decision-making and evaluation ▪ respect for the individuality and uniqueness of young children and their families ▪ an appreciation of the value and importance of supportive and responsible relationships with young children. 		
<p>COURSE COSTS: \$30 per year</p>		
<p>ADDITIONAL INFORMATION: This course has practical and written applications.</p> <p>COURSE MATERIALS: Students are expected to provide writing materials as necessary and if possible bring a laptop fully charged for each theory lesson. Students are expected to wear fully enclosed, sturdy black leather school shoes for each lesson</p> <p style="text-align: center;"><i>For more information about this course contact Mrs Duryea</i></p>		

Course: Food Technology	Course No: 15180
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<p>What students learn</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) <p>HSC Course</p> <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 	
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	
<p>COURSE COSTS: \$100 per year</p>	
<p>ADDITIONAL INFORMATION: Students are expected to provide writing materials as necessary and if possible bring a laptop fully charged for each theory lesson. Students are expected to wear fully enclosed, sturdy black leather shoes for each lesson</p> <p style="text-align: center;"><i>For more information about this course contact Mrs Duryea</i></p>	

Course: Health and Movement Science	Course No: TBA									
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil									
<p>Course Description</p> <p>The Year 11 and 12 course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of health and movement concepts.</p> <p>Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion. Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance. Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions ‘Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.’</p>										
<p>What students learn</p> <p>Year 11 Course Structure</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Health and Movement Science</td></tr> <tr><td>Health for individuals and communities</td></tr> <tr><td>The body and mind in motion</td></tr> <tr><td>Collaborative Investigation</td></tr> <tr><td>• Depth studies (a minimum of 2)</td></tr> </table>	Health and Movement Science	Health for individuals and communities	The body and mind in motion	Collaborative Investigation	• Depth studies (a minimum of 2)	<p>Year 12 Course Structure</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Health and Movement Science</td></tr> <tr><td>Health in an Australian and global context</td></tr> <tr><td>Training for improved performance</td></tr> <tr><td>• Depth studies (a minimum of 2)</td></tr> </table>	Health and Movement Science	Health in an Australian and global context	Training for improved performance	• Depth studies (a minimum of 2)
Health and Movement Science										
Health for individuals and communities										
The body and mind in motion										
Collaborative Investigation										
• Depth studies (a minimum of 2)										
Health and Movement Science										
Health in an Australian and global context										
Training for improved performance										
• Depth studies (a minimum of 2)										
<p>Course Requirements</p> <p>The Year 11 course comprises 4 components. Students are required to study all 4 components of the course. Where appropriate, case studies, practical application and research skills are to be integrated throughout student learning in Health for Individuals and Communities, The Body and Mind in Motion, the Collaborative Investigation and the Depth Studies.</p> <p>The Year 12 course comprises 3 components. Students are required to study all 3 components of the course. Where appropriate, case studies and practical application are to be integrated throughout student learning in Health in an Australian and Global Context, Training for Improved Performance, and the Depth Studies.</p>										
COURSE COSTS: Nil										
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Mr Garland</i></p>										

Course: Industrial Technology - Timber	Course No: 15200
2 units for each of Preliminary and HSC Board Developed Course	
Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses	
<p>Course Description Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>	
<p>What students learn</p> <p>Preliminary Course</p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety • Design – elements and principles, types of design, quality, influences affecting design • Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technologies • Production – display a range of skills through the construction of a number of projects (e.g. wooden puzzle, hall table, flat pack construction) • Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies <p>HSC Course</p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <ul style="list-style-type: none"> • Industry Study • Major Project – Design, Management and Communication – Production • Industry Related Manufacturing Technology 	
<p>Particular Course Requirements</p> <p>In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	
<p>COURSE COSTS: \$50 in Year 11 \$30 in Year 12 Additional costs incurred for Major Projects. Approx \$200-\$400</p>	
<p>ADDITIONAL INFORMATION</p> <p style="text-align: center;"><i>For more information about this course please contact Mrs Duryea</i></p>	

Course: Investigating Science	Course No: 11215
2 units for each of Year 11 and Year 12 Board Developed Course	
<p>Course Description</p> <p>The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.</p> <p>Preliminary Course</p> <p>The Year 11 course investigates the scientific importance of observation and the collection of quantitative and qualitative data in scientific investigations. Students conduct their own practical investigation, either individually or collaboratively, which is used to demonstrate the importance of making detailed and accurate observations, determining the types of variables and formulating testable scientific hypotheses. Students engage in gathering primary and secondary-sourced data to assist them in conducting and reporting on investigations, and to further develop their understanding of the central roles of scientific questioning and collaboration in the pursuit of scientific truth. Students recognise that many scientific models have limitations and are modified as further evidence comes to light. Students construct and evaluate their own models, which are generated through practical investigation. Students examine how complex models and theories often require a wide range of evidence, which impacts on society and the environment. In this module, students engage in practical and secondary investigations that are related to major theories or laws and their application.</p> <p>HSC Course</p> <p>The Year 12 course examines the interrelated roles of practical and secondary-sourced investigations and explore the importance of accuracy, validity and reliability in relation to the investigative work of a scientist. Students explore the dynamic relationship between science and technology where the continuing advancement of science is dependent on the development of new tools and materials and their impact on industrial and agricultural processes, medical applications, and communications. Students investigate claims using evidence and measurement to find truth and highlight misinterpretations and misrepresentations. Students explore the impacts of ethical, social, economic and political influences on science and its research.</p>	
<p>What students learn</p> <p>Year 11 course The Year 11 course consists of 4 modules</p> <p>Module 1 – Cause and Effect - Observing Module 2 – Cause and Effect – Inferences and Generalisations Module 3 – Scientific Models Module 4 – Theories and Laws</p>	<p>Year 11 course The Year 12 course consists of 4 modules</p> <p>Module 5 – Scientific Investigations Module 6 - Technologies Module 7 – Fact or Fallacy? Module 8 – Science and Society</p>
<p>Course Requirements</p> <p>Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>	
<p>COURSE COSTS: Nil course cost, Excursion & Mandatory fieldwork incur extra cost.</p>	
<p>ADDITIONAL INFORMATION: <i>For more information about this course contact Mrs Bromley or Mr McKenzie</i></p>	

Course: Japanese Beginners	Course No: 15820
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Japanese Continuers; Japanese Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's <i>ACE Manual</i> .	
Course Description In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the <i>personal world and the Japanese-speaking communities</i> , provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.	
What students learn Preliminary Course The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. HSC Course In the HSC course students will extend and refine their communication skills in Japanese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture. Topics studied include: <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations 	
Particular Course Requirements: Nil	
COURSE COSTS: Nil	
ADDITIONAL INFORMATION: <p style="text-align: center;"><i>For more information about this course contact Mr Moore or Ms Gough</i></p>	

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Course: Legal Studies	Course No: 15220
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p>What students learn</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Part I – The Legal System • Part II – The Individual and the Law • Part III – The Law in Practice <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.</p> <p>This section may be integrated with Part I and Part II.</p> <p>HSC Course</p> <ul style="list-style-type: none"> • Core Part I: Crime (30% of course time) • Core Part II: Human Rights (20% of course time) • Part III: Two options (50% of course time) are chosen from: <ul style="list-style-type: none"> - Consumers - Global environment and protection - Family - Indigenous peoples - Shelter Workplace - World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
Particular Course Requirements No special requirements	
COURSE COSTS: Nil Excursions may incur extra costs.	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Ms Fascioli</i></p>	

Course: Mathematics Advanced	Course No: 11255/15255
<p>2 units Year 11 (Preliminary) Board Developed Course. 2 units Year 12 (HSC) Board Developed Course.</p> <p>Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras’ theorem, Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships, Properties of Geometrical Shapes.</p> <p>Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>	
<p>Course Description</p> <p>The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. All students studying the Mathematics Advanced course will sit for an HSC examination.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs • provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning • provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role • provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. 	
<p>What students learn</p> <p>Year 11 (Preliminary) Course</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> • Working with Functions <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Trigonometry and Measure of Angles • Trigonometric Functions and Identities <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Introduction to Differentiation <p>Topic: Exponential and Logarithmic Functions</p> <ul style="list-style-type: none"> • Logarithms and Exponentials <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Probability and Discrete Probability Distributions 	<p>Year 12 (HSC) Course</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> • Graphing Techniques <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Trigonometric Functions and Graphs <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Differential Calculus • The Second Derivative • Integral Calculus <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Modelling Financial Situations <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Descriptive Statistics and Bivariate Data Analysis • Random Variables
<p>COURSE COSTS: Nil</p>	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Ms Macey</i></p>	

Course: Mathematics Extension 1		Course No: 11250/15250	
<p>1 unit Year 11 (Preliminary) Board Developed Course. 1 unit Year 12 (HSC) Board Developed Course.</p> <p>Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry.</p> <p>Exclusions: Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>			
Course Description			
<p>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. All students studying the Mathematics Extension 1 course will sit for an HSC examination.</p> <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively • provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality • provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level • provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics. 			
What students learn		HSC Course	
Preliminary Course			
<p>Topic: Functions</p> <ul style="list-style-type: none"> • Further Work with Functions • Polynomials <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Inverse Trigonometric Functions • Further Trigonometric Identities <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Rates of Change <p>Topic: Combinatorics</p> <ul style="list-style-type: none"> • Working with Combinatorics 		<p>Topic: Proof</p> <ul style="list-style-type: none"> • Proof by Mathematical Induction <p>Topic: Vectors</p> <ul style="list-style-type: none"> • Introduction to Vectors <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Trigonometric Equations <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Further Calculus Skills • Applications of Calculus <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • The Binomial Distribution 	
COURSE COSTS: Nil			
ADDITIONAL INFORMATION:			
<i>For more information about this course contact Ms Macey</i>			

<p>Course: Preliminary Mathematics Standard / HSC Mathematics Standard 1 Pathway</p>	<p>Course No: 11236 (Preliminary) Course No: 30125 HSC Standard 1</p>
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: The Preliminary Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7-10 Syllabus up to, and including, the content and outcomes of Stage 5.1.</p> <p>Exclusions: Students may not study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics Standard course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics Standard 2 course.</p>	
<p>Course Description</p> <p>The Mathematics Standard courses are focused 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 HSC subjects.</p> <p>Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.</p> <p>Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.</p> <p>To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.</p>	
<p>What students learn</p> <p>Preliminary Course (Common to Standard 1)</p> <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> ○ Formulae and Equations ○ Linear Relationships • Measurement <ul style="list-style-type: none"> ○ Applications of Measurement ○ Working with Time • Financial Mathematics <ul style="list-style-type: none"> ○ Money Matters • Statistical Analysis <ul style="list-style-type: none"> ○ Data Analysis • Relative Frequency and Probability 	<p>HSC Course</p> <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> ○ Types of Relationships • Measurement <ul style="list-style-type: none"> ○ Right-angled Triangles ○ Rates ○ Scale Drawings • Financial Mathematics <ul style="list-style-type: none"> ○ Investment ○ Depreciation and Loans • Statistical Analysis <ul style="list-style-type: none"> ○ Further Statistical Analysis • Networks • Networks and Paths
<p>COURSE COSTS: Nil</p>	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Mr Dye</i></p>	

<p>Course: Preliminary Mathematics Standard / HSC Mathematics Standard 2 Pathway</p>	<p>Course No: 11236 (Preliminary) Course No: 15236 HSC Standard 2</p>
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and with the following substrands of Stage 5.2 - Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability.</p> <p>Exclusions: Students may not study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics Standard course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics Standard 2 course.</p>	
<p>Course Description</p> <p>The Mathematics Standard courses are focused 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 HSC subjects.</p> <p>Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.</p> <p>Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.</p> <p>All students studying Mathematics Standard 2 will sit for an HSC examination.</p>	
<p>What students learn</p> <p>Preliminary Course (<i>Common to Standard 1</i>)</p> <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> ○ Formulae and Equations ○ Linear Relationships • Measurement <ul style="list-style-type: none"> ○ Applications of Measurement ○ Working with Time • Financial Mathematics <ul style="list-style-type: none"> ○ Money Matters • Statistical Analysis <ul style="list-style-type: none"> ○ Data Analysis • Relative Frequency and Probability 	<p>HSC Course</p> <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> ○ Types of Relationships • Measurement <ul style="list-style-type: none"> ○ Non-right-angled Trigonometry ○ Rates and Ratios • Financial Mathematics <ul style="list-style-type: none"> ○ Investments and Loans ○ Annuities • Statistical Analysis <ul style="list-style-type: none"> ○ Bivariate Data Analysis ○ The Normal Distribution • Networks <ul style="list-style-type: none"> ○ Network Concepts • Critical Path Analysis
<p>COURSE COSTS: Nil</p>	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Ms Macey</i></p>	

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Course: Numeracy	Course No: 30130 Year 11 Course No: 30140 Year 12
2 units for each of Preliminary and HSC Board Endorsed Course	Prerequisites: Nil Exclusions: Nil
It is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills and would not benefit from studying this course.	
<p>Course Description</p> <p>The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.</p> <p>The <i>Numeracy Stage 6 CEC Syllabus</i> is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.</p> <p>The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities</p>	
<p>What students learn</p> <p>The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:</p> <ul style="list-style-type: none"> ▪ interpret and use numerical information ▪ solve problems using visual, spatial, financial and statistical literacy skills ▪ think mathematically in practical situations ▪ represent and communicate information ▪ use the context to determine the reasonableness of solutions <p>in order to manage situations and solve problems relating to their present and future needs.</p>	
<p>Year 11 course</p> <p>The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.</p> <p>Module 1:</p> <ul style="list-style-type: none"> ▪ 1: Whole numbers ▪ 2: Operations with whole numbers ▪ 3: Distance, area and volume ▪ 4: Time ▪ 5: Data, graphs and tables <p>Module 2:</p> <ul style="list-style-type: none"> ▪ 1: Fractions and decimals ▪ 2: Operations with fractions and decimals ▪ 3: Metric relationships ▪ 4: Length, mass and capacity ▪ 5: Chance 	<p>Year 12 course</p> <p>The Numeracy Year 12 course content comprises 2 modules. The modules are divided into content areas.</p> <p>Module 3:</p> <ul style="list-style-type: none"> ▪ 1: Percentages ▪ 2: Operations with numbers ▪ 3: Finance ▪ 4: Location, time and temperature ▪ 5: Space and design <p>Module 4:</p> <ul style="list-style-type: none"> ▪ 1: Rates and ratios ▪ 2: Statistics and probability ▪ 3: Exploring with NRMT
COURSE COSTS: Nil	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Ms Macey</i></p>	

Course: Modern History	Course No: 11270/15270
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>	
<p>What students learn</p> <p>Year 11 course</p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> ▪ Investigating Modern History <ul style="list-style-type: none"> ▪ Students undertake at least ONE option from ‘The Nature of Modern History’, and at least TWO case studies. ▪ Historical Investigation ▪ The Shaping of the Modern World <ul style="list-style-type: none"> ▪ At least ONE study from ‘The Shaping of the Modern World’ is to be undertaken. <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p> <p>Year 12 course</p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> ▪ Core Study: Power and Authority in the Modern World 1919–1946 ▪ One ‘National Studies’ topic ▪ One ‘Peace and Conflict’ topic ▪ One ‘Change in the Modern World’ topic <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
COURSE COSTS: Nil	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Ms Fascioli</i></p>	

Course: Music 1	Course No: 11280
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 2	
Course Description In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.	
What students learn Preliminary Course In the Preliminary course, 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. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. While the course builds on the Stages 4 and 5 Music course, the curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.	
HSC Course In the HSC course, 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. Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.	
Particular Course Requirements Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.	
COURSE COSTS: \$20 This includes access to digital text books and music composition software. Students will have access to most instruments at school, however, they will require access to instruments at home in order to practise. Students may need to purchase sheet music and various accessories for their instrument e.g. guitar strings	
ADDITIONAL INFORMATION: <p style="text-align: center;"><i>For more information about this course contact Mr Moore</i></p>	

Course: Photography, Video and Digital Imaging Course No: 35228

Content Endorsed Course

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

Course Description

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

What students learn

Modules may be selected in any of these broad fields of:

- Video
- Digital Imaging. Modules include:
 - Introduction to the Field
 - Developing a Point of View
 - Traditions, Conventions, Styles and Genres
 - Manipulated Forms
 - The Arranged Image
 - Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements Students are required to keep a diary throughout the course. Headphones are required which can be plugged into a computer. Bluetooth headphones are not suitable.

COURSE COSTS: \$50 per year
Additional costs incurred for Major Projects

ADDITIONAL INFORMATION:

For more information about this course contact Mr Moore

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Course: Physics	Course No: 11310/15330
2 units for each of Year 11 and Year 12 Board Developed Course	
Course Description	
<p>The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects. The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p>	
<p>What students learn</p> <p>Year 11</p> <p>The Year 11 course consists of four modules.</p> <p>Module 1 Kinematics</p> <p>Module 2 Dynamics</p> <p>Module 3 Waves and Thermodynamics</p> <p>Module 4 Electricity and Magnetism</p>	<p>Year 12</p> <p>The Year 12 course consists of four modules.</p> <p>Module 5 Advanced Mechanics</p> <p>Module 6 Electromagnetism</p> <p>Module 7 The Nature of Light</p> <p>Module 8 From the Universe to the Atom</p>
Course Requirements	
<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year</p>	
COURSE COSTS: Nil	
ADDITIONAL INFORMATION:	
<p><i>For more information about this course contact Mrs Bromley or Mr McKenzie</i></p>	

Course: Society and Culture	Course No: 15350
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>	
<p>What students learn</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • The Social and Cultural World – the interaction between aspects of society and cultures • Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings. • Intercultural Communication – how people in different cultures interact and communicate. <p>HSC Course Core</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country • The Personal Interest Project – an individual research project. <p>Depth Studies</p> <p>Two to be chosen from:</p> <ul style="list-style-type: none"> • Popular Culture – the interconnection between popular culture, society and the individual • Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity • Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures • Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples’ attitudes and behaviours. 	
<p>Particular Course Requirements Completion of Personal Interest Project. Students in Year 12 must complete their personal interest project. This project is a major work which is marked by NESA as part of the HSC Examination. This will comprise of 40% of the HSC Examination</p>	
<p>COURSE COSTS: Nil</p>	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Ms Fascioli</i></p>	

Course: Sport, Lifestyle and Recreation Studies (SLR) Course No:35017

Content Endorsed Course

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Course description

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

What students learn

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

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

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

COURSE COSTS: Nil

ADDITIONAL INFORMATION: *This course consists of both theory and practical lessons. Students are required to be suitably equipped each practical lesson. This consists of school sport uniform and appropriate sport shoes.*

For more information about this course contact Mr Garland

Course: Visual Arts	Course No: 11380
<p>2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p>Course Description</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'Body of Work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p>What students learn</p> <p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none"> • the nature of practice in artmaking, art criticism and art history through different investigations • the role and function of artists, artworks, the world and audiences in the artworld • the different ways the visual arts may be interpreted and how students might develop their own informed points of view • how students may develop meaning and focus and interest in their work • building understandings over time through various investigations and working in different forms. <p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> • how students may develop their practice in artmaking, art criticism, and art history • how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations • how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations • how students may further develop meaning and focus in their work. 	
<p>Particular Course Requirements</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> • Artworks in at least two expressive forms and use of a process diary • a broad investigation of ideas in art making, art criticism and art history <p>HSC Course:</p> <ul style="list-style-type: none"> • development of a body of work and use of a process diary • a minimum of five Case Studies (4–10 hours each) • deeper and more complex investigations in art making, art criticism and art history 	
<p>COURSE COSTS: \$50 per year Additional costs incurred for Major Projects.</p>	
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Mr Moore</i></p>	

Course: Visual Design	Course No:35101
Content Endorsed Course	
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
Course Description	
<p>This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product, and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.</p> <p>Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students develop knowledge, understanding and skills through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of design.</p>	
What students learn	
Modules may be selected in any of the four broad fields of:	
<ul style="list-style-type: none"> • Graphic design • Wearable design • Product design • Interior/exterior design. 	
<p>The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.</p>	
Particular Course Requirements Students are required to keep a diary throughout the course.	
COURSE COSTS: \$50 per year	
Additional costs incurred for Major Projects	
ADDITIONAL INFORMATION:	
<i>For more information about this course contact Mr Moore</i>	

Course: Work Studies	Course No: 35203		
2 Units for each of Preliminary & HSC Content Endorsed Course – No HSC Exam, Does not count towards an ATAR	Exclusions: Nil		
<p>Course Description</p> <p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist. This course in Work Studies will assist students:</p> <ul style="list-style-type: none"> • to recognise the links between education, training, work and lifestyle and to recognise the economic and social factors that affect work opportunities • to develop an understanding of the changing nature of work organisation and the implications for individuals and society • to undertake an extended work placement to allow for the development of specific job-related skills • to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas • to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. 			
<p>What students learn</p> <p>The course has one core study, and elective course modules.</p> <p>1. Core 1 – My Working Life</p> <p>The elective modules are integrated into 4 main themes. These are:-</p> <ol style="list-style-type: none"> 1. Career planning 2. Performing work tasks 3. Working with others 4. Managing change <p>Elective Modules</p> <p>There are 11 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours. The number of modules studied can change depending on the requirements of the students.</p> <p>Modules are:-</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <ol style="list-style-type: none"> 1. In the workplace 2. Preparing job applications 3. Workplace communication 4. Teamwork & enterprising skills 5. Managing work & life commitments 6. Personal finance </td> <td style="padding: 5px;"> <ol style="list-style-type: none"> 7. Workplace issues 8. Self-employment 9. Team Enterprise Project 10. Experiencing work 11. School-developed module </td> </tr> </table>		<ol style="list-style-type: none"> 1. In the workplace 2. Preparing job applications 3. Workplace communication 4. Teamwork & enterprising skills 5. Managing work & life commitments 6. Personal finance 	<ol style="list-style-type: none"> 7. Workplace issues 8. Self-employment 9. Team Enterprise Project 10. Experiencing work 11. School-developed module
<ol style="list-style-type: none"> 1. In the workplace 2. Preparing job applications 3. Workplace communication 4. Teamwork & enterprising skills 5. Managing work & life commitments 6. Personal finance 	<ol style="list-style-type: none"> 7. Workplace issues 8. Self-employment 9. Team Enterprise Project 10. Experiencing work 11. School-developed module 		
<p>Additional Course Requirements</p> <p>It is an expectation that students will complete <u>at least one week of work experience</u> as part of their studies in this course.</p>			
<p>COURSE COSTS: Nil Excursions may incur extra costs.</p>			
<p>ADDITIONAL INFORMATION:</p> <p style="text-align: center;"><i>For more information about this course contact Mr Garland</i></p>			

VOCATIONAL EDUCATION AND TRAINING COURSES (VET)

There are three types of VET courses at Camden High School:

1. School delivered VET (MTTC - At Camden H.S. or surrounding schools)
2. External Delivered VET (EVET)
3. School Based Apprenticeship or Traineeship (SBAT).

Courses are delivered at a number of different campuses – school and TAFE. Students need to take into account their ability to travel to other venues when considering VET courses.

School Delivered VET - Macarthur Trade Training Centre and Secondary School Community Courses



Industry Curriculum Frameworks (240 HSC Indicative Hours)

These courses can be included in the calculation of an ATAR if the optional HSC exam is completed. For students not wanting an ATAR, the HSC exam becomes optional.

- **Business Services – Delivered at Camden High School**
- **Entertainment – Delivered at Camden**
- **Hospitality Kitchens Operations and Cookery – Delivered at Camden H.S.**
- **Primary Industries – Delivered at Elderslie High School**
- **Retail Services – Delivered at Camden High School**

Externally Delivered VET and Launchpad Virtual Courses

TAFE – Course list after VET course descriptors

Virtual Launchpad Courses involve students logging into virtual classrooms one afternoon a week from around 1pm to 5pm. This can be undertaken either from school, or students are permitted to head home to attend the virtual class. There is a wide range of courses available.

On Campus delivery includes: Campbelltown, Liverpool. Macquarie Fields, Miller

There is also one course, **Health Services** which is run by SWS Health at Campbelltown Hospital and TAFE. This runs as per EVET courses with alternate application forms which are completed during Term 3.

For more information see Mr McKimm or Ms Abelitis

School Based Apprenticeship or Traineeship (SBAT)

What is a School Based Apprenticeships?

School based apprenticeships and traineeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

School-based apprentices and school-based trainees will be on the job for approximately one day each week but a minimum of 100 days over Year 11 and Year 12. For the building trades, school-based apprentices will undertake 144 days of work-based training over two years while at school. For the plumbing trades, school-based apprentices will undertake 180 days of work-based training over two years while at school. For the electro technology trades, school-based apprentices will undertake 180 days of work-based training over two years while at school.

For the automotive, hospitality and metals and engineering trades, school-based apprentices will undertake a minimum of 100 days of work-based training over two years while at school. For other trades updated information will be available soon. For the rest of the week, these students will be completing the off-the-job component of their training as well as completing their HSC subjects.

Students will get recognition for all the work they complete. For example, a school-based apprentice or trainee who undertakes part-time training in years 11 and 12 will get their qualification a year earlier. This allows a student to complete their HSC while also completing the first year of an apprenticeship.

What is a School Based Traineeship?

School based traineeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

What are the main features of school-based traineeships?

School based traineeships allow senior high school students to commence a traineeship while at school. While studying for their HSC, school-based trainees work part-time and undertake their formal (off-the-job) traineeship training as part of their HSC. Upon completing the HSC and SBAT they may be offered fulltime apprenticeship or fulltime employment.

Only ONE SBAT course can be undertaken

An SBAT is counted towards an HSC, although to contribute towards an ATAR the course must be an Industry Curriculum Framework (ICF) course and the optional HSC exam must be completed.

If undertaking a SBAT and not wishing to pursue an ATAR pattern of study, students will also have the option of selecting Industry Based Learning (IBL) for an additional 2 units. This subject is only available to SBAT students and is designed to enhance their workplace learning and minimise the impact of missing school based subjects. IBL is a self-paced program supervised by the Careers Adviser.

See Mr McKimm or Ms Abelitis for more information, pamphlets or to register interest.

2025 Business Services Course Descriptor

BSB30120 Certificate III in Business

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

Course: Business Services

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business <https://training.gov.au/training/details/bsb30120>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- working within the business services industry involves customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

Examples of occupations in the business services industry

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

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - TBA

HSC - TBA

Refunds

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

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

Exclusions: Students can only undertake the Business Services (120 indicative hours) course or the Business Services (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Entertainment Industry Course Descriptor

Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

Course: Entertainment Industry

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- customer (client) service skills
- technical production of lighting, sound and vision
- communication skills
- creativity
- critical thinking
- problem solving

Examples of occupations in the entertainment industry

- assistant sound technician
- assistant lighting technician
- follow spot operator
- front of house assistant
- production crew
- stagehand

VET requirements**Competency-Based Assessment**

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements**Mandatory course requirements**

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - TBA**HSC - TBA****Refunds**

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

A school-based traineeship is not available for this course.

Exclusions: Students can only undertake the Entertainment Industry (120 indicative hours) course or the Entertainment Industry (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Hospitality Course Descriptor

SIT20421 Certificate II in Cookery

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

Course: [Hospitality \(Cookery\)](#)

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business <https://training.gov.au/training/details/SIT20421>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- teamwork
- attention to detail
- organisational skills
- adaptability
- communication
- problem solving

Examples of occupations in the hospitality industry

- assistant cook
- short order cook
- food preparation cook
- chef
- breakfast cook
- sandwich hand

VET requirements**Competency-Based Assessment**

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements**Mandatory course requirements**

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - TBA**HSC - TBA****Refunds**

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

A school-based traineeship is available in this course. For more information:

<https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations>

Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Primary Industries Course Descriptor

AHC20122 Certificate II in Agriculture

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

Course: Primary Industries

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of AHC20122 Certificate II in Agriculture <https://training.gov.au/Training/Details/AHC20122> You will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification you must achieve 16 units of competency. To meet NESA's indicative hours 17 units of study may be required. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- risk management
- time management
- basic emergency response
- communication
- problem solving
- decision making

Examples of occupations in the agriculture industry

- farm or station hand/labourer
- shearing hand
- nursery assistant
- livestock worker

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - TBA

HSC - TBA

Refunds

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

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

Exclusions: In this Framework, students can only undertake the Primary Industries (120 indicative hours) course or the Primary Industries (240 indicative hours) course

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Retail Services Course Descriptor

SIR30216 Certificate III in Retail

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact

Course: [Retail Services](#)

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business <https://training.gov.au/Training/Details/SIR30216>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- maintain store operations
- using technology to organise information
- meeting organisational expectations
- customer service skills
- teamwork
- problem solving

Examples of occupations in the retail services industry

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- team leader
- senior sales assistant

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - TBA

HSC - TBA

Refunds

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

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

Exclusions: In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

ECONOMICS

COURSE DESCRIPTION 2025



This course will be delivered at **Elizabeth Macarthur High School**. Year 11 will run on a Tuesday afternoon 1.30 – 5.00 and a bus will be provided to the school. Year 12 will run on Wednesday afternoon 1:30 – 5:00pm and students will be required to provide their own transport to the school and home.

Course: Economics Board Developed Course - Category A	Course No: 11110 Year 11 15110 Year 12
Units of Study: 2 units for Year 11 (Preliminary) and Year 12 (HSC).	Cost: Year 11 \$15.00 – Year 12 \$20.00
Exclusions: Nil	

Course Description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

What students learn

Preliminary Course

- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market
- Government in the Economy – the role of government in the Australian economy.

HSC Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

Course Requirements

NA

JAPANESE

COURSE DESCRIPTION 2025

This course will be delivered at **Camden High School**. Year 11 will run on Tuesday afternoon 1.30 – 5.00pm and a bus will be provided to the school only. Year 12 will run on Wednesday afternoon 1:30 – 5:00pm and students will be required to provide their own transport to the school and home.



Course: Japanese Board Developed Course - Category A	Course No: 11740 Year 11 15820 Year 12
Units of Study: 2 units for Year 11 (Preliminary) and Year 12 (HSC).	Cost: Year 11 \$10.00 Year 12 \$10.00
Exclusions: Japanese Continuers; Japanese Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's ACE Manual.	

Course Description:

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

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

What students learn

Preliminary Course

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

- The Personal World
- Family life, home and neighbourhood
- People, places and communities
- Education and work

HSC Course

In the HSC course students will extend and refine their communication skills in Japanese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

- The Japanese-speaking Communities
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

Course Requirements

NA

DANCE

COURSE DESCRIPTION 2025



This course will be delivered at **Elderslie and Elizabeth Macarthur High School**. Year 11 will run on Tuesday afternoon 1.30 – 5.00pm and a bus will be provided to the school only. Year 12 will run on Wednesday afternoon 1:30 – 5:00pm and students will be required to provide their own transport to the school and home.

Course: Dance Board Developed Course - Category A	Course No: 11070 Year 11 15070 Year 12
Units of Study: 2 units for Year 11 (Preliminary) and Year 12 (HSC).	Cost: Year 11 \$20.00 Year 12 \$20.00
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
Course description Students undertake a study of Dance as an artform. While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance.	
What students learn Preliminary Course Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance. HSC Course Students will study the three main course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components Performance, Composition, Appreciation or Dance and Technology.	
Course Requirements The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published Course Prescriptions, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation. Students selecting Dance are required to keep a process diary of the development of all practical core and major study components. Course Materials: Students may required to wear a black leotard and full-length black tights/leggings for practical activities and use a process diary	

DRAMA

COURSE DESCRIPTION 2025

This course will be delivered at **Elizabeth Macarthur High School**. Year 11 will run on Tuesday afternoon 1.30 – 5.00pm and a bus will be provided to the school only. Year 12 will run on Wednesday afternoon 1:30 – 5:00pm and students will be required to provide their own transport to the school and home.



Course: Drama Board Developed Course - Category A	Course No: 11090 Year 11 15090 Year 12
Units of Study: 2 units for Year 11 (Preliminary) and Year 12 (HSC).	Cost: Year 11 \$20.00 Year 12 \$20.00
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	

Course Description

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

Preliminary Course

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

While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

HSC Course

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

The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

What students learn

Preliminary Course Improvisation, Playbuilding and Acting

Elements of Production in Performance

Theatrical Traditions and Performance Styles

HSC Course

Australian Drama and Theatre (Core content)

Studies in Drama and Theatre/Group Performance (Core content)

Individual Project

Course Requirements

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

Externally Delivered VET Courses (EVET)

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

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

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

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

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

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

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

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

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

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

- EVET courses are delivered by either a TAFENSW College or a Private Provider. These courses offer a broader range of subjects and should be closely related to future career or study plans.
- Attendance and progress requirements are very strict for EVET courses. If a student fails to attend some of the course or if they do not satisfactorily complete all work set they will **FAIL** the course or may be withdrawn from the course.
- Numbers in these EVET courses will be limited as other schools will also be involved. Most students will only be able to choose one EVET course. If a student is not selected they will continue to study the six subjects (12 units) chosen to study at school.
- Student Commitment – Once a student starts a course they will be expected to commit to completing the course. Students will not be permitted to change to another course.
- Travel – Students studying EVET courses must organise their own transport arrangements to the TAFE college or study venue and make their own way home at the conclusion of the class.
- Proposed timetabling – EVET courses are conducted on different days of the week with most classes in previous years commencing at 1:30pm and ending at 5:30pm.
- Student will be granted early leave passes from school upon acceptance into an EVET course this will be available from the Careers Adviser. Students doing courses as part of the 12 Units will be given compensatory study periods during the week.

Students must complete a separate EVET application form, please collect from and return to Mr McKimm.

It is important to remember that only ONE VET course can count towards an ATAR and only if it is an ATAR course.

Face to Face TAFE course List will be available later in term 2

TAFENSW LAUNCHPAD VIRTUAL COURSES



What are virtual VET courses

These courses combine teacher-led virtual classrooms with workshops and work placements across a range of exciting courses for growth industries. The aim is to connect secondary students across NSW with the skills they'll need to fill the jobs of the future.

Virtual VET courses offer the following benefits:

- An opportunity to complete a nationally recognised vocational education and training (VET) qualification that contributes to the HSC.
- The opportunity to undertake an HSC examination and have the result potentially contribute to the ATAR as a Category B subject.
- A teacher-led virtual classroom with 24/7 access to content.
- Scheduled workshops for practical, hands-on skills (where applicable).
- Collaboration with other students around NSW via the virtual classroom environment.
- Some of the courses offer access to more demanding content from higher level qualifications not usually associated with traditional VET courses for school students.
- Access to leading industry software, simulated workplaces and tools.

Qualification	Course name / code	ATAR	Placement hrs
Full Certificate	Automotive AUR20720 Certificate II in Automotive Vocational Preparation	Yes	70
Full Certificate	Business Services BSB30120 Certificate III in Business One of these specialty areas - Business Operations - Entrepreneurship - Health Administration	Yes	70
Full Certificate	Real Estate BSB30120 Certificate III in Business, SOA towards CPP31519 Certificate III in Real Estate Practice	Yes	70
Full Certificate	Construction and Virtual Design CPC20220 Certificate II in Construction Pathways	Yes	70
Full Certificate	Electrotechnology - Robotics UEE22020 Certificate II in Electrotechnology (Career Start)	Yes	70
Full Certificate	Financial Services - Accounting FNS30317 Certificate III in Accounts Administration (Release 1)	Yes	70
Full Certificate	Human Services – Allied Health Assistant HLT33015 Certificate III in Allied Health Assistance	Yes	80
Full Certificate	Health Services – Care in Aging CHC33015 Certificate III in Individual Support	Yes	120
Full Certificate	Information and Digital Technology ICT30120 Certificate III in Information Technology One of these specialty areas - Cloud Computing - Cyber Security - Game Design - Web Development	Yes	70
Full Certificate	Primary Industries – Conservation and Ecosystem Management AHC21020 Certificate II in Conservation and Ecosystem Management	Yes	70
Full Certificate	Primary Industries - Horticulture AHC20416 Certificate II in Horticulture	Yes	70
Full Certificate	Retail Services SIR30216 Certificate III in Retail One of these specialty areas - Digital Supply Chain - Social Media	Yes	70
Full Certificate	Tourism, Travel and Events – Events and Virtual Experience SIT30516 Certificate III in Events	Yes	70

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses>

Email: westernsydneyhelpschools@tafensw.edu.au

Visit: Your school Career Advisor or VET Coordinator

ACADEMIC READINESS & COMPETENCY

Online courses require sound reading, writing & computer literacy skills including knowing how to: create & format documents; navigate the internet for researching tasks; download, install & use various software.



SELF-MOTIVATED & SELF-DISCIPLINED

While courses may be teacher delivered, students need to be able to self-manage & self-direct their learning. Time management skills, self-motivation, self-discipline & independent study habits are essential.



COMMUNICATION

Successful online learners need to be able to ask for help, make contact with teachers, talk on the phone and send email communications as these methods often replace the usual face-to-face contact.



FLEXIBLE SCHEDULING

Courses are often completed at your own pace & when you complete the work will often be up to you. You may not have time to complete the work at school so work may need to be completed outside of school hours.



ACCESS TO TECHNOLOGY

You need to be technologically prepared with access to a reliable internet connection & computer to complete your work. There may also be times where you need access to a printer.



IS AN ONLINE COURSE RIGHT FOR ME



FAILURE TO COMPLETE

Failure to complete a TAFE course may impact you receiving a HSC or ATAR. It may also lead to a 'Did Not Complete' (DNC) record which may impact future plans to study at TAFE.



CHANGING YOUR MIND

Changing courses may not be possible. Consider the cost of the course as there are likely no refunds if you change your mind.



GOOD STUDY ENVIRONMENT

It is important that you have a readily accessible place where you can complete your work with minimal disruptions.



TRANSPORT & COMMUTING

Whilst there may not be any day-to-day travel or face-to-face sessions, consider whether there are mandatory periods of training or work placement where travel will be required.



LEARNING SUPPORT

You need to be proactive in contacting online teaching staff in the event that you have questions or need assistance with the work. You need to be organised and allow for potential delays in receiving the support or guidance you need.

HSC SUBJECT SELECTION PREFERENCES

-FOR YOUR PLANNING ONLY-

Tick the most correct response for each question or statement.

- I am definitely or probably returning in year 11.
- There is about a '50-50' chance I will return for year 11.
- It is possible but very unlikely that I will return for year 11.

My current plan for life after the HSC is...

- To study full time at university.
- To study full time at TAFE or another Training Institution.
- To combine study and employment.
- To seek employment (Type/s _____)
- Other (Specify _____)

Is it possible that you will apply, via Mr McKimm, for a EVET-HSC course?

- No
- Yes (Specify the area you are interested in..._____)

List your course choices of at least 12 units (including English) in **order of preference** below.

It is strongly recommended that students do not attempt more than 13 units.

English – 2 units, (preferred English course is _____)

next preference course _____

next preference course _____

next preference course _____

next preference course _____

next preference course _____

next preference course _____

(Optional if you have already selected 12 or more units)

(If you gain entry to a EVET – HSC course it will be assumed that you will withdraw from your lowest preference school course)