



WINDSOR
HIGH SCHOOL

2021 Senior Course Handbook

Table of Contents

	Page
Principal's Message	3
Section 1 The HSC	4
Types of Courses	5
Senior Course Costs	6
The HSC at Windsor High School	7
Delivery of the HSC at Windsor High School	8
What are Units?	9
Requirements for the Award of the HSC.	10
Requirements for the Award of the HSC Minimum Standards	11
Requirements for the Award of the ATAR.	12
Assessment and Reporting.	13
 Section 2 The HSC Courses	
Board Developed Course Summary	14
Board Developed Course Description	
Agriculture	16
Ancient History	17
Business Studies	18
Community and Family Studies	19
Design and Technology	20
Drama	21
English Courses	22
Engineering Studies	26
Food Technology	27
Geography	28
Industrial Technology Metals	29
Industrial Technology Timber	30
Legal Studies	31
Mathematics Courses	32
Modern History	35
Music	36
PD/H/PE	37
Science Courses	38
Biology	38
Chemistry	39
Earth and Environmental Science	40
Physics	40
Investigating Science	41
Society and Culture	42
Software Design & Development	42
Visual Arts	43

Table of Contents Ctd.

	Page
Board Endorsed Course Summary	44
Board Endorsed Course Description	
Ceramics	44
Exploring Early Childhood	45
Photography	45
Sport, Lifestyle and Recreation Studies	46
Work Studies	47
Computer Applications	48
School Based Traineeships and Apprenticeships	49
Vocational Education Course Description	50
Business Services	51
Entertainment	52
Hospitality	54
Primary Industries	55
E-VET (Externally Delivered VET) Courses and How to Apply	56



Principal's Message



Year 11 Course Selection.

Decision making time!

As students move into stage 6, there are many options that need to be considered before final decisions are made. Some students have a very clear mind set about their future directions; others have a few ideas floating around and still others have no real idea.

Windsor High School offers the best options in the district. As you will see from the following documentation and by the support information provided in other forums, there are many opportunities for students ranging from traditional course selection to part-time traineeships, from TAFE courses to vocational courses. All options will give students a Higher School Certificate but not all provide an Australian Tertiary Admission Rank (ATAR) which allows students to access University.

Students need to carefully consider all options. The best advice:

- Do your research - find out about all of the options available
- Consider what you are good at and enjoy - students rarely achieve success if they select courses that they don't like or have struggled with in previous years
- Talk to other students and teachers – discuss courses with other senior students, find out about their experiences
- Ask questions – find the answers to your questions by asking the experts in the school
- Discuss the options with your family- they will be supporting you throughout the next two years. Are there transport issues or course fees? If you choose to do TAFE courses, you may need to leave school early some days. Will you be disciplined enough to catch up on missed lessons?
- Make your decision based on your needs and goals – don't be swayed by what your friends are doing, or by what teacher you think may be teaching that course.

The most important fact to remember is that it is your future. Select courses that will help you achieve your goals!

Good luck with your deliberations

Jennifer Hawken

Section 1

The Higher School Certificate

- ★ The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers a full range of study areas matching individual abilities, interests and goals.
- ★ Courses are linked to further education and training.
- ★ Extension courses (including undergraduate university courses) enable students to undertake more in-depth study in areas of special interest.
- ★ Vocational Education Courses are HSC subjects which can be counted towards the ATAR and also lead to qualifications recognised across a range of industries.
- ★ The HSC includes life skills courses for students with special education needs.
- ★ The HSC fairly assess each student's knowledge and skills.
- ★ Students meeting the minimum standard expected in a course receive a mark of 50. Students reaching a higher standard of performance receive a higher mark.
- ★ For each course students receive easy-to-understand reports, which provide clear indications of knowledge and skills in each course.



Types of Courses

The NSW Education Standards Authority (NESA) oversees the award of the HSC and the types of courses that can be studied. There are different types of courses that you can select in the Senior Years:

Board Developed Courses (Full description on page 14)

These courses are developed by NESA. There is a syllabus for each course which contains:

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

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses (Full description on page 44)

Board Endorsed Courses can be Content Endorsed or School Designed.

Content Endorsed Courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses. For example, most HSC VET (Vocational Education) courses delivered by TAFE are Content Endorsed Courses.

Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Board Endorsed Courses can be one or two unit studied over one or two years.

There is no external examination for any of these courses, but all Board Endorsed Courses count towards the Higher School Certificate and appear on the Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

Vocational Education and Training (VET) Courses (Full description on page 50)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate and can be either Board Developed or Board Endorsed.

Vocational Education Courses enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation within industry and the workplace as part of the Australian Qualifications Framework (AQF). This national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific work-placement component. Students receive special documentation showing the competencies gained. Schools will deliver some of these courses, while others will be delivered by TAFE or other providers (Full description on page 57).

Life Skills Courses as part of a Special Program of Study.

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

Students interested in these courses should see the Principal. Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

Senior Course Costs

When you select your course, please take into account the course costs.

You are required to pay a 25% deposit of the total cost of each course BEFORE you will be enrolled into that course. This deposit is due in Term 4, 2020 once you are offered a place in a course.

The remaining course costs will be due in Term 1, 2021. If you need assistance paying the deposit, contact the Principal to discuss.

Deposits can be refunded if the student leaves school before the beginning of Term 1, 2021. Deposits can be transferred to a new course if the student changes courses prior to the commencement of the course in Term 1 2021.

Arrangements can be made to make term by term payments if required. If a student does not pay the course cost it becomes very difficult for that student to achieve course outcomes. Students who are unable to pay elective fees will generally be asked to leave the course.

Please contact me if you would like to discuss the payment of course costs.

J Hawken
Principal

Course	Cost for Preliminary Course	Cost for HSC Course
Agriculture	\$50	\$50
Business Services	\$30	\$30
Design and Technology	\$40	\$40
Entertainment	\$40	\$40
Food Technology	\$120 (\$30 per term)	\$90
Hospitality	\$120 (\$30 per term)	\$90
Industrial Technology Timber	\$55	\$10
Music	\$50	\$50
Photography	\$80	\$80
Primary Industries	\$50	\$50
Visual Art	\$80	\$80

** Correct at time of printing, please consult individual subject Head Teachers if you are unsure of subject cost.*



The HSC at Windsor High School

We are a very progressive school offering a broad range of senior subjects. These will cater for your specific career needs as well as your interests. We have supportive, caring and flexible staff who are willing to assist you with your subject selections and studies.

HSC Pathways at Windsor High School

HSC (over 2 years)

Recommended for students who intend to go to TAFE, a Private College or go directly into the workforce when they leave school.

HSC + ATAR (over 2 years)

Recommended for students who intend going to University.

HSC with any pathway (over 3-5 years)

Useful to students wanting to combine their HSC with part-time work, a part-time traineeship or other commitments such as sport, or perhaps experiencing difficulties such as language, personal or health problems. For more about pathways go to NESA on the link below:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

Any of the above + Vocational Education Course

Vocational Education and Training (VET) Courses can be delivered at TAFE a Private Provider or at School. Some courses may count toward calculation of the ATAR. Useful to students who wish to gain advanced standing into a related TAFE course after the HSC and also helpful in assisting students to find a cadetship, apprenticeship, traineeship or employment in an industry relating to their Vocational Course. (See page 50 for more information about these courses)

Any of the above + Vocational Course + Part-time Traineeship or Apprenticeship (see page 49)

Students are able to combine a VET Course and a paid part-time traineeship as part of their HSC. This combination is useful to students who wish to gain qualifications and practical experience in a specific industry area as part of their HSC.

Any of the above + Distance High School

If you have a particular need or wish to study a course not offered at school, you may apply to the Principal to study the course by correspondence. The Sydney Distance High School will send you written or taped lessons that you must complete independently.

Any of the above + Saturday School of Community Languages

Classes are held on Saturday morning at local High Schools. These courses are in addition to those studied at school.

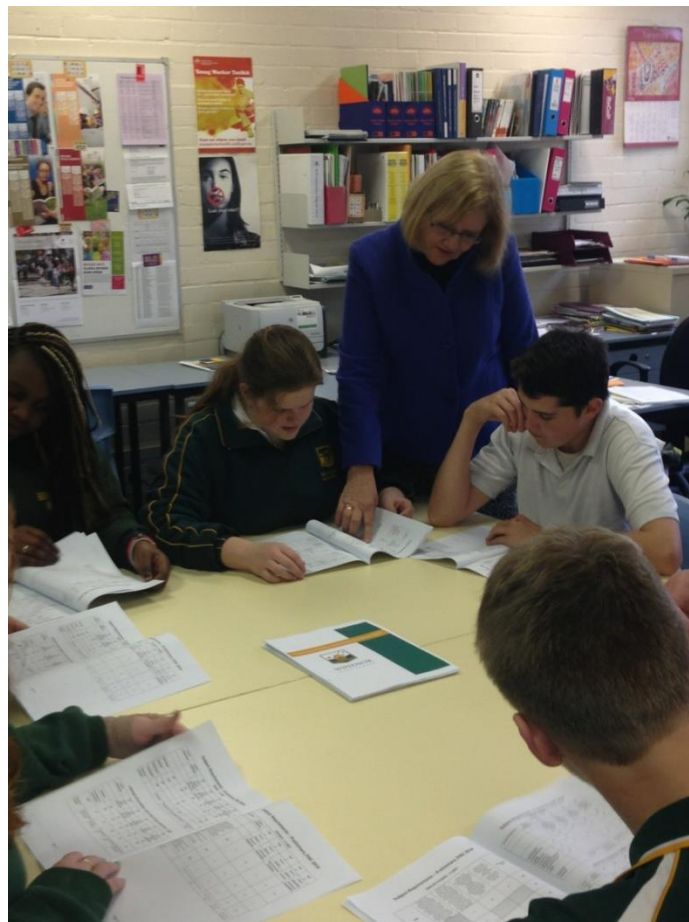
Delivery of the HSC at Windsor High School

HSC courses at Windsor High School can be delivered in a number of ways and locations to allow students the greatest possible range of HSC study options. These include:

- Courses delivered at Windsor High School in the normal timetable
- Courses delivered through the Western Sydney Institute of TAFE including campuses at Blacktown, Mt. Druitt, Blue Mountains, Nirimba (Quakers Hill), Penrith and Werrington. These are usually delivered on Monday **or** Wednesday afternoons 2.00 - 6.00pm
- Courses delivered by Private Providers
- Courses delivered at other High Schools (usually VET Courses)
- Courses delivered through the Sydney Distance High School or Open High School and OTEN by correspondence and/or online.
- Courses delivered at Saturday School

Please check course descriptions carefully for the type of course delivery.

See the Careers Adviser if you have any questions or if you need any help deciding which pathway to choose



What are Units?

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

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

$$\begin{aligned} 2 \text{ units} &= 4 \text{ hours per week (120 hours per year)} \\ &= 100 \text{ marks} \end{aligned}$$

In general:

2 UNIT COURSE

This is the basic structure for most courses.

EXTENSION COURSE

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Extension courses are available in English, Mathematics, History, Music, some Languages and VET Courses.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course in Year 12 only.

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

1 UNIT COURSE

1 unit equals approximately 2 hours of class time each week or 60 hours per year



Requirements for the Award of the HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must study a minimum of 12 units of Preliminary courses and a minimum of 10 units of HSC courses. Both Preliminary courses and HSC courses must satisfy the following patterns of study:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subjects
 - at most 6 units of Science may be completed in Year 11 and at most 7 units in Year 12.
 - the rest of your courses may be made up from Board Developed Courses or Board Endorsed Courses once you have studied six units from Board Developed Courses.



Requirements for the Award of the HSC-Minimum Standards

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 an 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 Mathematics will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Requirements for the Award of the ATAR

Universities choose students for their courses by ranking them in order of their HSC results. This rank – the Australian Tertiary Admissions Rank, or ATAR, is calculated by including the marks achieved in students best 10 Board Developed HSC units. So, to get an ATAR:

- You must qualify for the award of an HSC
- You must study a minimum of 10 Board Developed units in the HSC Course

Included in the calculation of the ATAR will be your results in at least 2 units of English.

Only Board Developed Courses qualify you for the ATAR. The Universities have classified all Board Developed Courses into Category A and Category B. The Category B Courses available at Windsor High School or through TAFE are listed below.

A maximum of 2 units of Category B courses can be included in the calculation of your ATAR.

For further information please go to:

<https://www.uac.edu.au/future-applicants/atar>

Category B Courses
Accounting* Business Services – Office Administration (240 hours) # Construction (240 hours) # English Studies Information Technology Support (240 hours) # Mathematics Standard 1 Metal and Engineering (240 hours) # Primary Industries (240 hours) # Retail Operations (240 hours) # Hospitality Operations (240 hours) # Tourism (240 hours) #
Notes: * This is a Board Developed course delivered by TAFE. # These are 240 hour Vocational Education and Training (VET) courses. An optional written examination is offered for the HSC. If students want the results from these courses to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination. They are available at school or at TAFE.



Assessment and Reporting

The HSC credentials received by students report both the school-based assessment and external examination measures of achievement.

Typically, HSC results comprise:

- a moderated assessment mark derived from the mark submitted by the school and produced in accordance with NESA requirements for school-based assessment
- an examination mark derived from the HSC external examination
- an HSC mark, which is the average of the moderated assessment mark and the examination mark
- a performance band determined by the HSC mark.

For the HSC, student performance in a Year 12 course is reported against standards on a course report.

The course report contains:

- a level of achievement for the performance band descriptions
- an HSC mark located on the performance scale
- a school-based assessment mark
- an examination mark.
- The course report also shows graphically the statewide distribution of HSC marks of all students in the course. The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.



For further information go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/results-documentation>

Section 2 the HSC Courses

HSC Board Developed Course Summary

These courses all count toward an ATAR. See the information on page 10 about Category A and Category B Courses.

(See course notes following this table for explanation of symbols)

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Agriculture	Agriculture		
Ancient History	Ancient History		HSC History Extension ¹
Business Studies	Business Studies		
Community and Family Studies	Community and Family Studies		
Design and Technology	Design and Technology		
Drama	Drama		
English	# English Studies English Standard English Advanced	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Engineering Studies	Engineering Studies		
Food Technology	Food Technology		
Geography	Geography		
Industrial Technology	Industrial Technology Timber Industrial Technology Metals		
Information Processes & Technology	Information Processes & Technology		
Legal Studies	Legal Studies		
Mathematics	Standard Mathematics 2 Standard Mathematics 1 # Advanced Mathematics	Preliminary Mathematics Extension	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History		HSC History Extension ¹
Music	Music		
PD/Health/PE	PD/Health/PE		
Science Courses	Biology ² Chemistry ² Earth and Environmental Science ² Physics ² Investigating Science ²		Extension Science
Society and Culture	Society and Culture		
Software Design & Development	Software Design & Development		
Visual Arts	Visual Arts		

HSC Board Developed Course Notes

These notes and footnotes (1- 2) refer to the list of courses above.

You may select one course only from each of these subject groups.

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Dance, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
1. There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.
 2. You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Investigating Science and Physics in meeting the 12 Preliminary or 10 HSC units. Extension Science can be studied in Year 12 with any science course.

For further information go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>



Board Developed Course Descriptions

Agriculture

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: **Nil**

Course Description:

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production, but it places a greater emphasis on the place of the farm in the wider economic, environmental and social environment. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from national and international perspectives. This is achieved through the Farm Enterprise/Product Study.

Main Topics Covered:

Preliminary Course

- Overview of Australian Agriculture (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

HSC Course

Core Topics 80%

- Plant/Animal Production (50%)
- Farm Product Study (30%)

1 elective (20%) from the choice of:

- Agri-Food, Fiber and Fuel Technologies
- Climate change
- Farming for the 21st Century

Particular Course Requirements:

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process diary must be submitted to the Board of Studies.

Ask any Science Teacher for more information about this course.



Ancient History

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

The study of ancient history is an enquiry into past human experience that helps make the present more intelligible. Students learn about the interaction of societies and the impact of individuals and groups on ancient events. It draws on a variety of disciplines and sources, both written and archaeological, such as literary works, coins, inscriptions, art, architecture, artifacts and human remains. Students will develop research skills in order to undertake an historical enquiry as well as evaluating sources for their usefulness, validity and bias.

Main Topics Covered

Preliminary Course

Part 1: Investigating the Past: The Nature of Ancient History

: Case Studies: Persepolis and Troy.

Part II: TWO Ancient Societies: Rome and Carthage – ONE feature; Weapons and Warfare

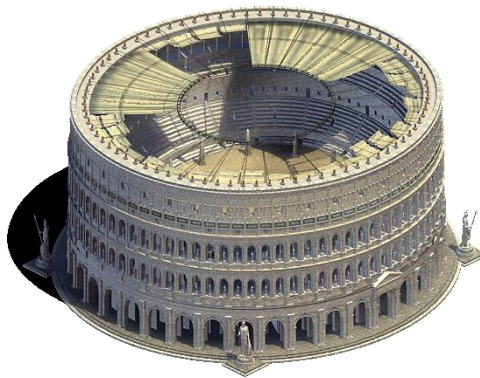
Part III: Historical Investigation: Augustus

HSC Course

The HSC course covers four topics from the civilizations of Egypt, Greece, Rome and Near East. Included in these topics are:

- **Part I-** Core Study: Cities of Vesuvius-Pompeii and Herculaneum
- **Part II-** Ancient Societies
- **Part III-** Personalities in the Past.
- **Part IV-** Historical Periods

Ask any HSIE Teacher for more information about this course.



Business Studies

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

Business is a feature of everyone's life. As consumers and producers, employees or self-employed, savers and investors and as importers and exporters people throughout the world engage in a web of business activities to design, produce, market, deliver and support a range of goods and services.

Business Studies investigates the role, operation and management of businesses within our society. Students will focus on a broad range of perspectives ranging from the planning of a small business to the broader rolls of management, finance, employment relations, marketing and the impact of the global business environment.

Students will utilise theory, practical exercises and business case studies to develop their knowledge of business operations. Students completing this course will develop general and specific skills including research, analysis, problem solving, decision making, critical thinking and communication. These skills enhance students' confidence and ability to participate effectively, not only as members of the business world, but as informed citizens dealing with issues arising from business activity that impacts on their lives

Main topics Covered:

Preliminary Course

- Nature of Business
- Business Management
- Business Planning

HSC Course

- Operations
- Finance
- Human resources
- Marketing

Particular Course Requirements:

In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

Ask any HSIE Teacher for more information about this course.



Community and Family Studies

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

Community and Family Studies can have a direct and positive influence on the quality of students' lives both now and in the future.

Students who are interested in future careers in the area of **Early Childhood Education, Primary School Teaching and Family and Community Welfare** would benefit greatly from this course.

During the school years, students are confronted with an awareness of their emerging identity as young women and young men. Community and Family Studies investigate the unique contributions of individuals, groups, families and communities in the development of effective social structures. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

Main Topics Covered:

Preliminary Course

Resource Management 20%

- Basic concepts of resource management.

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.

HSC Course

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.

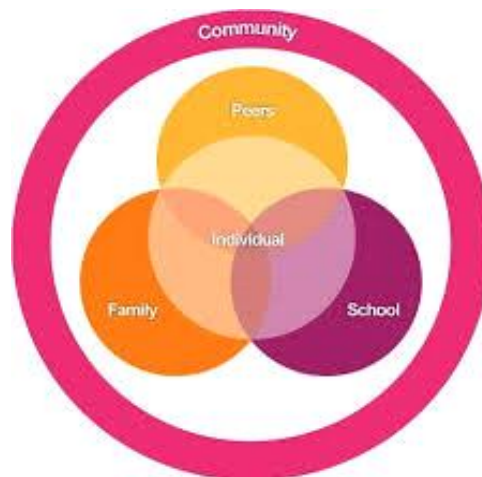
Options 25%

Students to select one option from:

- * Family and Societal Interactions
- * Government and community structures that support and protect family members
- * Social impact of technology
- * Individuals and Work contemporary issues confronting individuals as they manage roles within the family and work environments

Particular Course Requirements:

In addition to core studies students select one option in the HSC courses



Design and Technology

**2 units for each of Preliminary and HSC
Board Developed Course**

Exclusions: Nil

Course Description:

Design and Technology consists of practical project work and the study of factors that influence the development and success of innovations. Students may choose to work in any field and with any materials to create their innovation. e.g. metal, timber, textiles, jewelry, computing etc.

In the Preliminary course students must design, develop and construct two small projects. Each project must include a portfolio that demonstrates the development of the product from conception to production and the final evaluation. Students will also study designers and their innovations and the factors that influence the development of products.

In the HSC course the students must complete a major work project and a detailed portfolio. The portfolio will track the development of their innovative design from the selection of the design problem through to the development of their final product. Students must also include a detailed evaluation of their design in their portfolio. Students will also continue to study the factors that influence the development of new products through a case study.

Particular Course Requirements:

Students must purchase materials to make two small practical projects for the preliminary course and the major project for the HSC course.

Ask any Design and Technology Teacher for more information about this course



Drama

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:

Students study the practices of making, performing and critically studying in Drama. Students engage with these components through collaborative and individual experiences.

Preliminary course content comprises an interaction between the components of improvisation, play building and acting, elements of production in performance and theatrical traditions and performance styles. Learning is experiential in these areas.

HSC course content Australian drama and theatre and studies in drama and theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.

The **Group Devised Performance** of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

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

Main Topics Covered:

Preliminary Course

- Improvisation, play building, acting
- Elements of production in performance
- Theatrical traditions and performance styles

HSC Course

- Australian drama and theatre (core content)
- Studies in drama and theatre
- Group performance (core content)
- Individual project

Particular Course Requirements:

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

Ask any Drama Teacher for more information about this course



English Courses

Ask any English Teacher for more information about these courses

English is compulsory for the HSC. If you elect to receive an ATAR, your English result will be counted, regardless of your marks. It is important to understand that there is no easy option in English courses. All courses require regular homework and independent research.

Advanced English	
2 units for each of Preliminary and HSC	Exclusions: Standard English
Board Developed Course Course Description: The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.	
Year 11 Course Content Common Module: Reading to Write (40 hours) Module A: Narratives that Shape our World (40 hours) Module B: Critical Study of Literature (40 hours)	
HSC Course Content Common Module: Texts and Human Experiences (30 hours) Module A: Textual Conversations (30 hours) Module B: Critical Study of Literature (30 hours) Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)	
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of: <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 	
SHOULD I STUDY ADVANCED ENGLISH? <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I love English <input checked="" type="checkbox"/> I am absolutely, definitely, aiming to go to university straight from school <input checked="" type="checkbox"/> My Year 10 English teacher believes that I can cope with the demands of this course <input checked="" type="checkbox"/> Shakespeare is compulsory! Yippee! <input checked="" type="checkbox"/> I am a skilled writer who is willing to devote <input type="checkbox"/> me to develop this skill further <input checked="" type="checkbox"/> I am a confident speaker who enjoys the challenge of public speaking <input checked="" type="checkbox"/> I like to think critically and express my individual ideas <input checked="" type="checkbox"/> I am a keen reader, read widely across genres, and enjoy the classics <input checked="" type="checkbox"/> I am motivated and organised and understand I am going to have to complete homework and independent research regularly <input checked="" type="checkbox"/> I would like to do Extension 1 and/or Extension 2 	

Standard English

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Advanced English; Extension English

Course Description:

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Year 11 Course Content

Common Module: Reading to Write (40 hours)
Module A: Contemporary Possibilities (40 hours)
Module B: Close Study of Literature (40 hours)

HSC Course Content

Common Module: Texts and Human Experiences (30 hours)
Module A: Language, Identity and Culture (30 hours)
Module B: Close Study of Literature (30 hours)
Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)

Particular Course Requirements

Across Stage 6 the selection of texts will give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

SHOULD I STUDY STANDARD ENGLISH?

- ☒ I have performed satisfactorily in Year 10 English
- ☒ I am planning to go to university OR I am quite likely to go to university, I'm not sure
- ☒ I am not that keen on Shakespeare, I prefer more modern texts
- ☒ I need assistance in developing my extended writing
- ☒ I know that speaking tasks are compulsory in senior English
- ☒ I am prepared for homework and independent study

English Studies

2 units for each of Preliminary and HSC

Board Developed Course, (optional HSC exam to attain ATAR) Exclusions: Standard English; Advanced English; Extension English

Course Description

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

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centers on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

Year 11 Course Content

Mandatory module – Achieving through English: English in education, work and community (30-40 hours)
An additional 2–4 modules (20-30 hours each)

HSC Course Content

Mandatory Common Module: Texts and Human Experiences (30 hours)
An additional 2–4 modules (20-45 hours each)

Particular Course Requirements

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

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

SHOULD I CHOOSE ENGLISH STUDIES?

- ☒ I would not put English in my top 3 subjects
- ☒ I would prefer to devote my time and effort more to other subjects and complete an English course with reasonable expectations on my time
- ☒ I understand that students who complete English Studies have the option of obtaining an ATAR if they sit the final exam, but I am not seriously considering the possibility of going to university
- ☒ I understand that English Studies is NOT an easy course or a class for low ability students
- ☒ I have vocational aspirations – I know what I want to do when I leave school and it does not involve going to university



Preliminary English Extension 1

HSC English Extension 1

HSC English Extension 2

1 unit of study for each of Preliminary and HSC

Prerequisites: Advanced English Course

Preliminary English Extension Course is prerequisite for HSC Extension Course 1

HSC Extension Course 1 is prerequisite for HSC Extension Course 2

Exclusions: English Standard Course, English Studies

Course Descriptions:

The **English Extension 1** course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

The **English Extension 2** course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions

Main Topics Covered:

Extension 1

Year 11 Course Content

Module: Texts, Culture and Value (40 hours)

Related research project (20 hours)

HSC Course Content

Common module: Literary Worlds with ONE elective option (60 hours)

Extension 2 (Year 12 only)

HSC Course Content

The **HSC English Extension 2** course is an additional unit of English, which requires the completion of a major work, such as a short story, critical essay, collection of poetry, performance poetry, speeches, or a film. Students complete a reflection on their creative process and submit this, and their major work, to NESA for examination.

- The Composition Process
- Major Work
- Reflection Statement
- The Major Work Journal (60 hours)

SHOULD I DO ENGLISH EXTENSION 1?

- ☒ I have selected Advanced English
- ☒ I have a passion for English and literature
- ☒ I am a skilled writer who is keen to continue to develop in this area
- ☒ I am a skilled public speaker
- ☒ I am self-motivated and have well developed organisational skills
- ☒ I am prepared to work independently and am a keen reader of a variety of texts
- ☒ I would like to select Extension 2 English in Year 12
- ☒ I am interested in tertiary studies in literature or the humanities
- ☒ I understand there is a requirement for extensive critical reading and independent investigation

Engineering Studies	
2 units for each of Preliminary and HSC Board Developed Course	
Exclusions: Nil	
Course Description: Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.	
Main Topics Covered: <div> <div> Preliminary Course Students undertake the study of 4 compulsory modules: <ul style="list-style-type: none"> three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems one focus module relating to the field of Biomedical engineering. </div> <div> HSC Course Students undertake the study of 4 compulsory modules: <ul style="list-style-type: none"> two application modules relating to the fields of Civil structures and Personal and public transport two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering. </div> </div>	
Particular Course Requirements: Engineering Report Preliminary Course Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering. HSC Course Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules. One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.	



Food Technology

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

Main Topics Covered:

Preliminary Course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC Course

- The Australian Food Industry (15%)
- Food Manufacture (30%)
- Food Product Development (30%)
- Options – Contemporary Food Issues in Nutrition (25%) or Contemporary Food Issues in the Marketplace (25%)

Particular Course Requirements:

- 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 must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.
 - Subject cost: \$40 per term to cover the cost of practical activities in the Preliminary course.
- It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learning to' section of each strand.

Ask any TAS Teacher for more information about this course

Geography

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:

Geography is an investigation of the world, which provides an accurate description and interpretation of the earth and its people. Students will develop the ability to recognise and understand environmental change and the interactions, which take place in our world.

Studying Geography allows students to perceive the world in a variety of ways. Investigations will focus on where things are, why they are there and how people interact differently with environments throughout the world.

Students will perform fieldwork, apply geographical skills, research a variety of case studies and analyse current issues in order to:

- Develop a knowledge of the earth and help them in decision making and planning
- Develop an understanding of why resources, environments and people are located where they are
- Understand how people react differently with environments in different places
- Explore issues as informed citizens in a changing world
- Develop skills and understandings which are transferable and applicable to the world of work

Main Topics Covered:

Preliminary Course

- Biophysical Interactions
- Global Challenges
- The Senior Geography Project

HSC Course

- Ecosystems at Risk
- Urban Places
- People and Economic Activity

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, global and local forces and their impact, active citizenship, management and cultural integration.

Particular Course Requirements:

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

Ask any HSIE Teacher for more information about this course



Industrial Technology Metals

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Any other strand of Industrial Technology

Course Description:

Industrial Technology Metals consists of project work and Industry Study that develops a broad range of skills and knowledge related to the metals industry, and an introduction to industrial processes and practices. The predominantly practical component provides a sensible balance when studied with traditionally academic subjects. Students also produce a major project in the HSC year.

Main Topics Covered:

Preliminary Course

The following sections are taught in relation to Metals:

- Industry Study – structural, technical, environmental and sociological, personnel, occupational health and safety.
- Design and Management – designing, drawing, computer applications, project management.
- Workplace Communication – literacy, calculations, graphics.
- Industry Specific Content and Production

HSC Course

The following sections are taught in relation to Metals through the development of a Major Project and a study of the industry:

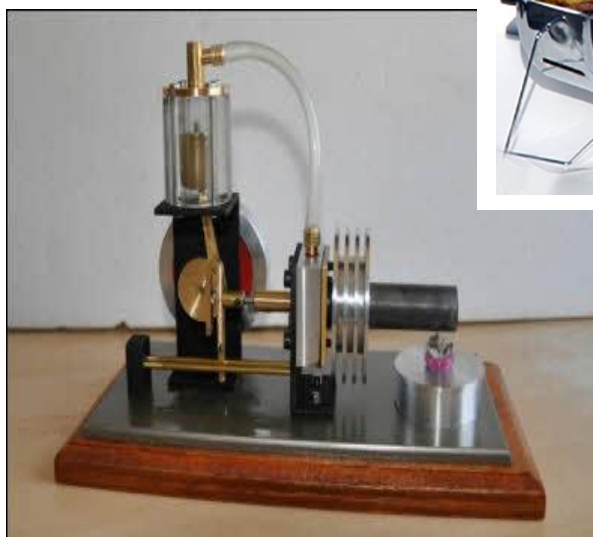
- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

Particular Course Requirements:

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to Metals.



Ask any Industrial Arts Teacher for more information about this course.



Industrial Technology Timber Products and Furniture

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Any other strand of Industrial Technology

Course Description:

Industrial Technology Timber Products and Furniture consists of project work and Industry Study that develops a broad range of skills and knowledge related to the timber industry, and an introduction to industrial processes and practices. The predominantly practical component provides a sensible balance when studied with traditionally academic subjects. Students also produce a major project in the HSC year.

Main Topics Covered:

Preliminary Course

The following sections are taught in relation to Timber Products and Furniture:

- Industry Study – structural, technical, environmental and sociological, personnel, workplace health and safety.
- Design and Management – designing, drawing, computer applications, project management.
- Workplace Communication – literacy, calculations, graphics.
- Industry Specific Content and Production

HSC Course

The following sections are taught in relation to Timber Products and Furniture through the development of a Major Project and a study of the industry:

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

Particular Course Requirements:

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to Timber Products and Furniture.

Ask any Industrial Arts Teacher for more information about this course.



Legal Studies

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

Legal Studies is designed to develop a knowledge and understanding of the role of law and legal institutions in society. Students will learn to think critically as they investigate, analyse and synthesise legal information from a variety of perspectives.

Legal Studies has a significant impact on students' confidence in approaching and assessing the legal system and provides them with a better appreciation and understanding of the relationship between social and legal structures in society. The subject offers excellent preparation for life skills through an understanding of the legal system, its principals, structures, institutions and processes. Legal Studies fosters a respect for cultural diversity and promotes tolerance. It allows students to question and evaluate the law and how it is implemented at a national and international level.

The course provides a flexible learning structure. It allows students to acquire skills in analysis, independent research and the development of well-structured arguments. All of these help prepare students for further education, training and employment. It allows for the full and active participation as citizens by encouraging diverse opinions, open rational debate, respect for persons, equality before the law and involvement in democratic processes and structures.

Main Topics

Covered:

Preliminary Course

- The Legal System
- The Individual and the State.
- The Law in Practice



HSC Course

- Part I of Core: Crime
- Part II of Core: Human Rights
- Additional Focus Studies: Two chosen from consumers, families, global environments, Indigenous people, shelter, technological change, workplace, world order

Key themes incorporated across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

Ask any HSIE Teacher for more information about this course

Mathematics Courses

Ask any Mathematics teacher for more information about these courses

Year 11 Mathematics Standard

2 units

Board Developed Course

Prerequisites: Year 11 Mathematics Standard provides an appropriate course of study for students who have demonstrated competence in Mathematics up to and including at least Stage 5.1 by the end of Year ten.

Exclusions: Students may **not** study any other Senior Mathematics course in conjunction with Mathematics Standard.

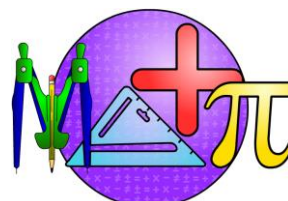
Course Description:

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.

Topics:

- Algebra -
- Measurement -
- Financial Mathematics -
- Algebra and Modelling -

Equations and Linear Relationships
Applications and Working with Time
Money Matters
Data Analysis and Probability



Year 12 Mathematics Standard 2

2 units

Board Developed Course

Prerequisites: Mathematics Standard 2 provides an appropriate course of study for students who have demonstrated competence in Year 11 Mathematics Standard course.

Exclusions: Students may **not** study any other Senior Mathematics course in conjunction with Mathematics Standard 2

Course Description:

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills and offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Strands

- Algebra -
- Measurement -
- Financial Mathematics -
- Statistical Analysis -
- Networks -

Types of Relationships
Non-right-angled Trigonometry, Rates and Ratios
Investments, Loans and Annuities
Bivariate Data Analysis and The Normal Distribution
Network Concepts and Critical Path Analysis

Year 12 Mathematics Standard 1

2 units

Board Developed Course (Non ATAR)

Prerequisites: The course is constructed on the assumption that students have successfully completed Year 11 Mathematics Standard.

Exclusions: Students may **not** study any other Senior Mathematics course in conjunction with Mathematics Standard 1

Course Description:

The Mathematics Standard 1 course is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful.

Employability skills are embedded in the Mathematics Standard 1 course to enhance student learning. As they engage with the various topics in the course and related applications and modelling tasks, the employability skills planning and organisation, communication, self-management, teamwork and initiative and enterprise are developed.

Strands

- | | |
|---------------------------|--|
| • Algebra - | Types of Relationships |
| • Measurement - | Right-angled Triangles, Rates and Scale Drawings |
| • Financial Mathematics - | Investment, Depreciation and Loans |
| • Statistical Analysis - | Further Statistical Analysis |
| • Networks - | Networks and Paths |



Mathematics Advanced

2 units for each of Year 11 and Year 12 Course

Board Developed Course

Prerequisites: The course is constructed on the assumption that students have successfully completed the 5.3 course or competence in the 5.2 course in Year 10.

Exclusions: Students may **not** study Mathematics Standard in conjunction with this course.

Course Description: 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. The course 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.

Main Topics Covered:

Year 11 Course

- Functions
- Trigonometric Function
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

Year 12 Course:

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

Extension 1 Mathematics

1 unit additional to the 2 unit course in each of Year 11 and Year 12 Board Developed Course

Prerequisites: The course is constructed on the assumption that students have demonstrated a mastery of the skills in the 5.3 course during year ten.

Exclusions: This course cannot be studied with Mathematics Standard.

Course Description: This course enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively. It delivers an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Main Topics Covered:

Year 11 Course

- Further work with Functions
- Polynomials
- Inverse Trigonometric Functions
- Further Trigonometric identities
- Calculus
- Combinatorics

Year 12 Course

- Proof
- Vectors
- Trigonometric Equations
- Further Calculus
- Statistical Analysis

Extension 2 Mathematics

1 unit additional to the Extension 1 course, for Year 12 only

Board developed Course

Prerequisites: The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

Exclusions: This course cannot be studied with Mathematics Standard.

Course Description: Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

Main Topics Covered:

The course content includes the entire 2 unit Mathematics course, the entire Extension 1 Mathematics course and, in addition contains further work with Proofs, Vectors and Calculus as well as Complex Numbers and Mechanics.

Modern History

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:

The study of Modern History challenges students to consider the great social, technological, economic, political and moral changes from the 1700's to the present. It requires students to analyse the causes, progress and effects of these events and, finally, to make judgments about them.

This course is designed to enable students to acquire knowledge and understanding, the skills of critical analysis and synthesis, and values and attitudes essential to an appreciation of forces that have shaped the modern world and to prepare to become responsible and active citizens who will recognise the factors affecting change and continuity in human affairs.

The study of Modern History contributes to the development of skills that are of great importance in today's workforce. The fluent communication of thoughts and ideas gleaned from the critical analysis of primary and secondary sources is a sought after skill. The ability to deconstruct texts and narratives, pose intelligent questions, test hypotheses and make critical use of information technologies is essential to living and working in the 21st Century.

Main Topics Covered;

Preliminary Course

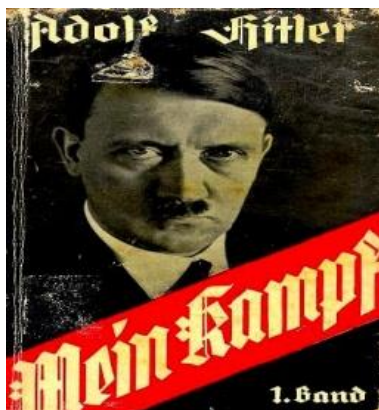
- **Investigating Modern History**
- **Depth studies** e.g.
 - The JFK Assassination,
 - Russia: The Downfall of the Romanovs,
 - The American Civil War,
 - Origins of the Arab-Israeli Conflict
 - The Making of Modern South Africa,
 - Terrorism
 -
- **Historical Investigation** (20%)
- **Core Study** – The Shaping of the Modern World.

HSC Course

- **Part I: Core Study – Power and Authority in the Modern World. 1919-1946**
 - The Rise of Dictatorships after WW1
 - The Nazi Regime
- **Part II: National Study**
 Students study ONE country: USA, Japan, China, Russia/Soviet Union, Iran, Indonesia.
- **Part III- Peace and Conflict: one case study. e.g.**
 - Conflict in Indochina 1954–1979
 - Conflict in Europe 1935–1945
 - The Cold War 1945–1991
 - The Arab-Israeli Conflict 1948–1996.
- **Part IV: Change in the Modern World e.g.:**
 - The Cultural Revolution to Tiananmen Square.
 - Civil Rights in the USA 1945–1968
 - The Nuclear Age 1945–2011
 - Apartheid in South Africa 1960–1994.

Particular Course Requirements:

The Preliminary course is a prerequisite for the HSC course.



Ask any HSIE Teacher for more information about this course



Music
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: It is recommended that students are familiar with basic music notation and have some vocal or instrumental skills before commencing the Preliminary Course. Exclusions: Nil</p>
<p>Course Description: In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in listening, performance, composition and musicology within the context of a range of styles, periods and genres.</p>
<p>Main Topics Covered: Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres. Topics are chosen to match the skills, interests and experiences of class members.</p>
<p>Particular course requirements:</p> <p>HSC course</p> <p>In addition to core studies in listening, performance, composition and musicology, 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. The selection of electives enables all students to focus on their particular skills or interests in music, maximising their potential to succeed in the course.</p> <p>Students selecting composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to present at least one public performance at the end of the HSC Course.</p>

Ask any Music Teacher for more information about this course

Personal Development Health and Physical Education

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

This is a highly theoretical course.

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health, the social influences of health and health promotion, physical activity and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composition and performance and fitness choices.

In the HSC course students critically analyse the current issues in Australia's health and the factors affecting physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. Students are encouraged to think critically about all aspects of health, fitness and performance factors that impact on sport and physical activity in Australian society.

Main Topics Covered:

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Components (40%)

Students to select two options each from

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students to select two options each from

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

Particular Course Requirements:

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

Ask any Physical Education Teacher for more information about this course



Science Courses

Ask any Science Teacher for more information about these courses

Biology	
2 units for each of Preliminary and HSC	
Board Developed Course	Exclusions: Nil
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>	
Main Topics Covered: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Year 11 The Year 11 course consists of four modules. Module 1 Cells as the Basis of Life Module 2 Organisation of Living Things Module 3 Biological Diversity Module 4 Ecosystem Dynamics</p> </div> <div style="width: 45%;"> <p>Year 12 The Year 12 course consists of four modules. Module 5 Heredity Module 6 Genetic Change Module 7 Infectious Disease Module 8 Non-infectious Disease & Disorders</p> </div> </div>	
Particular Course Requirements: <p>Depth Studies; 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>Practical investigations are an essential part of the Year 11 and Year 12 courses.</p> <p>Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.</p>	



Chemistry

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

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

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

Main Topics Covered:

Year 11

The Year 11 course consists of four modules.

Module 1 Properties and Structure of Matter

Module 2 Introduction to Quantitative Chemistry

Module 3 Reactive Chemistry

Module 4 Drivers of Reactions

Year 12

The Year 12 course consists of four modules.

Module 5 Equilibrium and Acid Reactions

Module 6 Acid/base Reactions

Module 7 Organic Chemistry

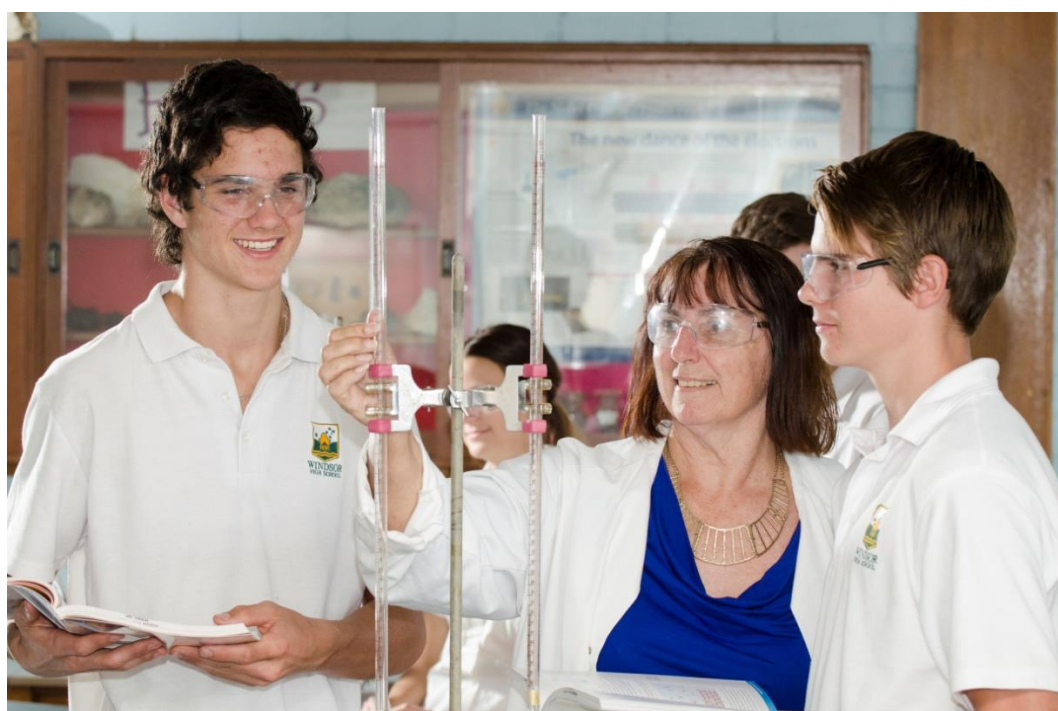
Module 8 Applying Chemical Ideas

Particular Course Requirements:

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

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

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



Earth and Environmental Science

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

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.

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.

Main Topics Covered:

Year 11

The Year 11 course consists of four modules.

Module 1 Earth's Resources

Module 2 Plate Tectonics

Module 3 Energy Transformations

Module 4 Human Impacts

Year 12

The Year 12 course consists of four modules.

Module 5 Earth's Processes

Module 6 Hazards

Module 7 Climate Science

Module 8 Resource Management

Particular Course Requirements:

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

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

Practical investigations are an essential part of the Year 11 and Year 12 courses.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process

Physics

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

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.

Main Topics Covered:

Year 11

The Year 11 course consists of four modules.

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and Thermodynamics

Module 4 Electricity and Magnetism

Year 12

The Year 12 course consists of four modules.

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

Particular Course Requirements:

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

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

Practical investigations are an essential part of the Year 11 and Year 12 courses

Investigating Science

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: **Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics**

Course Description:

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

Main Topics Covered:

Year 11

The Year 11 course consists of four modules.

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

Year 12

The Year 12 course consists of four modules.

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

Particular Course Requirements:

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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.

NOTE; *This is an entirely new course. It is recommended as an adjunct to other two unit Science courses and is likely to be a recommended course for many Tertiary studies.*

It is also an excellent course for students who are planning to enter fields where Problem Solving is an important skill.

Society and Culture

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

Society and Culture develops an understanding of the interaction between people, societies, cultures, environments and time. Students studying Society and Culture will have the opportunity to select their topics from the following: anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology.

The development of independent thinking skills is a central component of the course. Students are given the opportunity to produce a Personal Interest Project during the HSC.

The study of Society and Culture prepares students for adult life by developing qualities associated with effective citizenship. The students will develop vital skills that will equip them for both further study and workplace participation.

Main topics Covered:

Preliminary Course

- The social and cultural world: 20%
- Personal and social identity: 40%
- Intercultural communication: 40%

HSC Course

Core:

- Social and cultural continuity and change: 30%
- The personal interest project: 30%

Depth studies: 40%

Two to be chosen from:

- Popular culture
- Belief systems
- Social Exclusion
- Conformity & Non-conformity.

Ask any HSIE Teacher for more information about this course

Software Design & Development

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

For the purposes of the *Software Design and Development Stage 6 Syllabus*, software design and development refers to the creativity, knowledge, values and communication skills required to develop computer programs. The subject provides students with a systematic approach to problem-solving, an opportunity to be creative, excellent career prospects and interesting content. Software development is a distinctive field within the Computing discipline. Stage 6 students who wish to move into this field are at an advantage if they understand the field.

Main topics covered:

Preliminary Course

- Concepts and Issues in the Design and Development of Software
- Introduction to Software Development
- Developing Software Solutions

HSC Course

- Development and Impact of Software Solutions
- Software Development Cycle
- Developing a Solution Package
- The Software Developer's view of the hardware

Particular Course Requirements:

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.

Ask any Computing Teacher for more information about this course

Visual Arts

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:

Works developed for assessment in any of the Board Endorsed Courses in Ceramics; Photography, Video and Digital Imaging; and Visual Design are not to be used either in full or in part for assessment in Visual Arts.

Projects and submitted works 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:

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about art. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.

While the course builds on Visual Arts courses in Junior years, it also caters for students with more limited experience in Visual Arts.

Main Topics Covered:

Preliminary Course learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different practical and theoretical investigations.
- The role and function of artists' artwork, the world and audiences in the art world
- The "frames" 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.

HSC Course learning opportunities focus on:

- Students developing their own informed points of view in increasingly more independent ways using the frames
- Students developing their own practice of art making, art criticism, and art history applied to selected areas of interest
- Students learning about the relationships between artist, artwork, world, audience within the art world
- Students developing meaning and focus in their own work.

Particular Course Requirements:

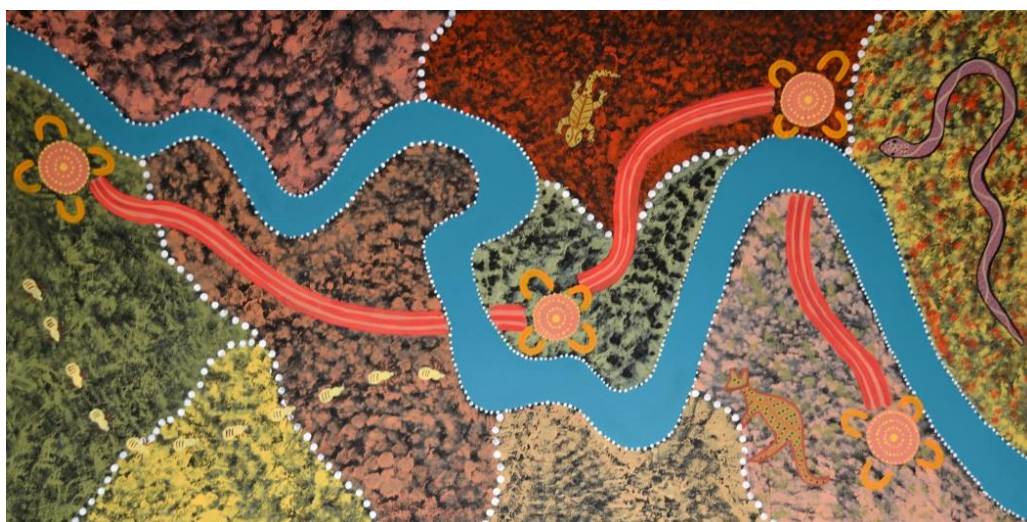
Preliminary Course

- Artworks in at least 2 forms and use of a process diary - practical
- A broad investigation of ideas in art criticism and art history - theory

HSC Course

- Development of a body of work and use of a process diary
- A minimum of 5 case studies (4–10 hours each)
- Deeper and more complex investigations of ideas in art criticism and art history

Ask any Art Teacher for more information about this course



Board Endorsed Course Summary

Board Endorsed Courses have syllabuses endorsed by the Board of Studies and cater for areas of special interest not covered in Board Developed Courses.

There is no external examination for Board Endorsed Courses. Assessment is school based. All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the ATAR.

These courses are available at Windsor High School.

Ceramics
Exploring Early Childhood
Photography, Video and Digital Imaging
Sport, Lifestyle and Recreation Studies
Work Studies
Computer Applications

Board Endorsed Course Description

Ceramics
2 units for Preliminary or HSC Content Endorsed Course Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course: Works developed for assessment in Ceramics are not to be used either in full or in part for assessment in Visual Arts.
<p>Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.</p> <p>Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as art-studio and industrial ceramics, ceramic research, environmental installation and art object design.</p> <p>This course in Ceramics enables students to develop: -</p> <ul style="list-style-type: none">• An understanding of ceramic processes and practices and the ways in which these can be used in making a range of designed products;• A critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies;• A knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms;• The skills required to give form to their ideas and feelings in the manipulation of clay and glaze.

Ask any Art Teacher for more information about this course.

Exploring Early Childhood

2 units for Preliminary or HSC
Content Endorsed Course

Exclusions: Nil

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- Develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years;
- Recognise the uniqueness of all children, including those who have special needs;
- Become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play;
- Identify the range of services developed and provided for young children and their families;
- Consider the role of family and community in the growth, development and learning of young children;
- Reflect upon potential implications for themselves as adults, in relation to young children;
- Understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.

Ask any TAS Teacher for more information about this course.

Photography, Video and Digital Imaging

2 units for Preliminary or HSC
Content Endorsed Course

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:

Works developed for assessment in Photography, Video and Digital Imaging; are not to be used either in full or in part for assessment in Visual Arts.

Photography and its products are an integral part of our lives. We view significant events in all forms of media, from the internet, to the movies, to spontaneous snapshots and television; we study pictures that figure prominently in our lives and look to photographic images to inform our understandings of the world. Photography has many roles; it influences our decisions and informs us. It ranges from objective documentation to subjective persuasion and communicates meanings beyond just what the image shows.

This course in Photography will allow students to:

- Increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings;
- Develop an understanding of the methods photographers use to build meanings;
- Develop skills through the acquisition of photographic techniques in the use of both digital imaging and manipulation, and film and darkroom imaging;
- Use photography as a means of visual communication and a process to aid observation and analysis;
- Gain an understanding of careers involving photography.

Ask any Art Teacher for more information about this course.



Sport, Lifestyle and Recreation Studies

2 units for Preliminary or HSC

Content Endorsed Course

Exclusions: Students studying Board Developed PDHPE must not study the same modules in this course.

Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision makers.

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation play in everyday life through the study of a variety of modules.

The course aims to:

- Develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
- Promote an understanding of the requirements for healthy living;
- Develop a deeper understanding of the interaction between society, sport, recreation and fitness;
- Identify how sport influences and affects various groups and sections of our society;
- Provide students with a greater understanding of their physical and sporting potential.

Ask any Physical Education Teacher for more information about this course.

Work Studies

2 units for each of Preliminary and HSC
Content Endorsed Course

Exclusions: Nil

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:

- To recognise the links between education, training, work and lifestyle, and 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 workplacement 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.

Ask any HSIE Teacher for more information about this course.



Computer Applications

2 units for Preliminary or HSC

Content Endorsed Course

Exclusions:

Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.

This course in Computer Applications will allow students to develop:

- skills in the use and understanding of a range of computer software and related terminology
- knowledge and understanding of the development of computer-based systems, their operations and functions
- skills in demonstrating the methods, processes and application of project management techniques to solve problems in a range of contexts
- knowledge and understanding of the ethics and impact of computer-based technology and emerging trends on society
- skills in critical evaluation of the appropriateness of computer software in a variety of contexts

Ask any Computing Teacher for more information about this course

School Based Apprenticeships and Traineeships

A school based part-time apprenticeship or traineeship is one subject of the HSC which is completed in the workplace during Years 11 & 12. It is a combination of on-the-job training (real workplace experience) and off-the-job training which is completed during years 11 and 12.

The off-the-job training that the trainee or apprentice undertakes as part of the traineeship or apprenticeship contributes directly to the HSC and may be delivered on the job, at school or at TAFE.

A school based part-time apprenticeship or traineeship provides an opportunity for full time secondary school students to begin preparing themselves for a career in the workforce. They are a great way to develop skills and get paid at the same time. With a school based part-time apprenticeship or traineeship students can work towards the HSC qualification, the ATAR and a national AQF qualification.

School based part-time apprenticeships or traineeships have all the characteristics of full-time apprenticeships or traineeships including:

- Paid employment under an appropriate industrial arrangement
- A 'training contract' signed by the employer and the trainee or apprentice who is registered with the NSW Department of Education and Training and given a Training Contract Identification (TCID) number.
- A structured training program, described in the training plan, that meets the requirements of a recognized traineeship or apprenticeship in NSW and leads to a nationally recognized qualification.

The main differences between full-time and school based part-time traineeships or apprenticeship relate to:

- The establishment of a formal link between the traineeship or apprenticeship and the Higher School Certificate.
- The wage rates paid to the trainee or apprentice.
- The number of hours of employment and training per week.
- The length of the training contract.

Benefits of School Based Part-Time Traineeships or Apprenticeship for students

- A Career Plus More Pathways to Opportunities
- Possible accreditation into an apprenticeship or traineeship of a higher level
- Receive both an education and a job
- Being a step ahead of the competition for jobs
- Learning the latest knowledge and skills
- Getting paid while they learn
- Full access to a qualified Trainer/Assessor at all times
- FREE TUITION - towards achieving a nationally recognised qualification
- Gaining hands-on experience in a real job, experience a great way to move from school to work and gain a sense of achievement.
- The qualification or competencies completed during the school-based apprenticeship or traineeship can be recorded on the Higher School Certificate and are recognised wherever they go in Australia.

For more information visit <https://sbatinnsw.info/> or see Mrs. Calvert for details of School Based Traineeships and Apprenticeships and the application process.

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

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

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

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

The VET Courses delivered at Windsor High School include:

- Business Services
- Entertainment
- Hospitality
- Primary Industries

Business Services (240 indicative hours) Board Developed Course Number: 26101		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The BSB20115 Certificate II in Business is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. The information may change due to Training Package and NESA updates. Notification of Variations will be made with minimum disruption or disadvantage.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the BSB Business Services Training Package (Release 5) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
1 Core BSBWHS201 Contribute to health and safety of self and others 11 Electives BSBIND201 Work effectively in a business environment BSBINM201 Process and maintain workplace information BSBSUS201 Participate in environmentally sustainable work practices BSBWOR203 Work effectively with others BSBITU307 Develop keyboarding speed and accuracy		TLIP2029 Prepare and process financial documents BSBCMM201 Communicate in the workplace BSBITU211 Produce digital text documents BSBITU212 Create and use spreadsheets BSBWOR202 Organise and complete daily work activities BSBWOR204 Use business technology Additional units required to attain an HSC credential in this course BSBINN201 Contribute to workplace innovation BSBCUS201 Deliver a service to customers	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry			
Skills gained in this course transfer to other occupations. Working in the business services industry involves:			
<ul style="list-style-type: none">customer (client) serviceorganising information and records in both paper and electronic forms		<ul style="list-style-type: none">teamworkusing technologiescreating documents	
Examples of occupations in the Business Services Industry			
<ul style="list-style-type: none">administration assistantclerical worker		<ul style="list-style-type: none">office juniorreceptionistinformation desk operatordata entry operator	
Mandatory course requirements to attain an HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in BSB20115 Certificate II in Business , students require the physical ability to touch type with speed and accuracy. This is an inherent skill requirement for the unit of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units. Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
Course consumables: \$30 for Year 11 and \$30 for Year 12 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Entertainment Industry (240 indicative hours) Board Developed Course Number: 26401		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The CUA30415 Statement of Attainment towards Certificate III in Live Production and Services is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. The information may change due to Training Package and NESA updates. Notification of Variations will be made with minimum disruption or disadvantage.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CUA Creative Arts and Culture Training Package (Release 4.1) (https://training.gov.au) You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
4 Core CPCCOHS1001A Work safely in the construction industry CUAIND301 Work effectively in the creative arts industry CUAWHS302 Apply work health and safety practices SITXCCS303 Provide service to customers 8 Electives CUASOU301 Undertake live audio operations Group A CUALGT301 Operate basic lighting Group A		8 Electives (cont.) CUASTA301 Assist with production operations for live performances Grp A CUAVSS302 Operate vision systems Group A ICTTEN202 Use hand and power tools CUASOU306 Operate sound reinforcement systems Group A CUASMT301 Work effectively backstage during performances Group A CUASTA202 Assist with bump in and bump out of shows Group C N. B. 2 core and 1 elective additional units of competency are required to achieve the full qualification. Refer to Specialisation Course Descriptor.	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the entertainment industry involves:			
<ul style="list-style-type: none">Lighting and sound operationsAudio visual operations		<ul style="list-style-type: none">Set and props construction and stagingCreative projects	
Examples of occupations in the Entertainment Industry			
<ul style="list-style-type: none">Technical Assistant (Productions)Sound Technician	<ul style="list-style-type: none">Assistant venue technicianFollow spot operator	<ul style="list-style-type: none">Special Effects Assistant	
Mandatory course requirements to attain an HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
Admission Requirements To enrol in CUA30415 Statement of Attainment towards Certificate III in Live Production , students who are interested in lighting, sound, staging, set design and dealing with patrons would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, assignments and students will be involved in performances and productions.			
Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. Complaints and Appeals: Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes: The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$40 for Year 11 and \$40 for Year 12 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information, contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Entertainment Industry Specialisation (60 indicative hours) Board Developed Course Number: 26403		Total of 1 unit of credit – HSC
The CUA30415 Certificate III in Live Production and Services is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. The information may change due to Training Package and NESA updates. Notification of Variations will be made with minimum disruption or disadvantage.		
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CUA Creative Arts and Culture Training Package (Release 4.1) (https://training.gov.au/). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.		
Units of Competency		
This specialisation course is available for students in the HSC year of study only . Students must be undertaking the Statement of Attainment towards Certificate III in Live Production and Services and be deemed competent in all units of competency from this course as well as the HSC units of competency listed below in this specialisation course to gain the full qualification CUA30415 Certificate III in Live Production and Services.		
Core	BSBWOR301	Organise personal work priorities and development
Core	CUAPPR304	Participate in collaborative creative projects
Elective	CUALGT304	Install and operate follow spots Group A
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted		
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the entertainment industry involves:		
<ul style="list-style-type: none"> Lighting and sound operations Audio visual operations 		<ul style="list-style-type: none"> Set and props construction and staging Creative projects
Examples of occupations in the Entertainment Industry		
<ul style="list-style-type: none"> Technical Assistant (Productions) Sound Technician 	<ul style="list-style-type: none"> Assistant venue technician Follow spot operator 	<ul style="list-style-type: none"> Special Effects Assistant
Mandatory course requirements to attain an HSC credential in this course Students do not have to complete any additional work placement hours for the specialisation course.		
Admission Requirements To enrol in CUA30415 Certificate III in Live Production , students who are interested in lighting, sound, staging, set design and dealing with patrons would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, assignments and students will be involved in performances and productions.		
Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units of competency.		
Complaints and Appeals: Students may lodge an appeal about assessment or any other decisions through the VET teacher.		
Course consumables: included in costs for the course Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>		
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>		
A school-based traineeship is available in this course. For more information, contact the school's Careers Adviser.		
Exclusions: VET course exclusions can be confirmed with the school.		

Hospitality (240 indicative hours) Board Developed Course Number: 26511		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIT 20416 Certificate II in Kitchen Operations is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. The information may change due to Training Package and NESA updates. Notification of Variations will be made with minimum disruption or disadvantage.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1.2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
8 Core BSBWOR203 Work effectively with others SITXWHS001 Participate in safe work practices SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXFSA001 Use hygienic practices for food safety SITXINV002 Maintain the quality of perishable items		5 Electives SITHIND002 Source and use information on the hospitality industry BSBSUS201 Participate in environmentally sustainable work practices SITHCCC003 Prepare and present sandwiches SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads Additional units required to attain an HSC credential in this course SITXFSA002 Participate in safe food handling practices	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
▪ Supporting and working with colleagues to meet goals and working in a team		▪ Preparing menus, managing resources, preparing, cooking food and menus items	
Examples of occupations in the Hospitality Industry			
▪ Breakfast cook ▪ Catering assistant		▪ Fast food cook ▪ Sandwich hand ▪ Takeaway food cook ▪ Trainee chef	
Mandatory course requirements to attain an HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
Admission Requirements To enrol in SIT 20416 Certificate II in Kitchen Operations , students should be interested in working in a hospitality environment preparing and plating food to customers. They should be able to lift and carry equipment and use handheld and larger commercial kitchen equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units. Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$120 for Year 11 and \$120 for Year 12 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship and apprenticeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Primary Industries (240 indicative hours) Board Developed Course Number: 26811		2 or 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)
The AHC20116 Certificate II in Agriculture is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. The information may change due to Training Package and NESA updates. Notification of Variations will be made with minimum disruption or disadvantage.		
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the AHC Agriculture, Horticulture and Conservation and Land Management (Release 4.0) Training Package (https://training.gov.au/Training/Details/AHC). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.		
Units of Competency		
3 Core AHCWRK209 Participate in environmentally sustainable work practices (HSC Mandatory) AHCWHS201 Participate in work health and safety processes (HSC Mandatory) AHCWRK204 Work effectively in the industry (HSC Mandatory)		AHCWRK205 Participate in workplace communications (Group A) AHCPMG201 Treat weeds (Group A) AHCLSK204 Carry out regular livestock observation (Group A) AHCLSK205 Handle livestock using basic techniques (Group A) AHCLSK209 Monitor water supplies (Group A) AHC SOL202 Assist with soil or growing media sampling and testing (Group B)
15 Electives AHCCHM201 Apply chemicals under supervision (Group A) (HSC Mandatory) AHCWRK201 Observe and report on weather (Group A) (HSC Mandatory) AHCLSK202 Care for health and welfare of livestock (Group A) AHC MOM202 Operate tractors (Group A) AHC INF202 Install, maintain and repair farm fencing (Group A)		AHCNSY202 Care for nursery plants (Elective) AHC BIO201 Inspect and clean machinery for plant, animal and soil material (Group A) AHCLSK211 Provide feed for livestock (Animal option) AHCLSK206 Identify and mark livestock (Animal option) AHCNSY201 Pot up plants (Plant option) AHCNSY203 Undertake propagation activities (Plant option)
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.		
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the agriculture industry involves: livestock production, cropping or livestock context as a job focus, or mixed farming.		
Examples of occupations in the Agriculture industry: Farm or station assistant, assistant farm of station worker, station labourer.		
Mandatory course requirements to attain an HSC credential in this course Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement over two years to practise and extend their learning.		
Admission Requirements To enrol in AHC20116 Certificate II in Agriculture , students should be interested in working in an agricultural environment. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities, and assignments.		
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.		
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.		
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.		
Course consumables: \$50 for Year 11 and \$50 for Year 12 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>		
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>		
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.		
Exclusions: VET course exclusions can be confirmed with the school.		

E-VET

(Externally Delivered Vocational Education and Training Courses) And How to Apply

Students have been accessing externally delivered Vocational Education courses in Western Sydney for over 25 years. These courses have been mainly delivered by TAFE, and now the funding for these courses has been opened to private providers.

Information about the courses available at TAFE Colleges throughout Western Sydney is available on the TAFE website at <https://www.tafensw.edu.au/study/types-courses/tvet> and an information guide available from the Careers Adviser and in the library Careers section. The link to the guide is <https://www.tafensw.edu.au/documents/60140/76288/TVET-Brochure.pdf>

Information about courses running through private providers will be available from the Careers Adviser early Term 3.

Please note that some courses may not run due to insufficient numbers. However, under certain circumstances flexible delivery arrangements may be made. Specific subject information may change during the course due to circumstances that cannot be predicted, e.g. change in course subjects.

Only the board developed courses count towards the ATAR. See page 10 for details of ATAR courses.

Successful completion of any of these courses may lead to advanced standing in the related TAFE course as well as TAFE accreditation.

N.B Applications and Expressions of Interest for these courses are available from the Careers Adviser and must be submitted through the Careers Adviser. Students will be advised at the start of Term 3 of the closing dates for applications.

<https://www.tafensw.edu.au/documents/60140/76288/TVET-Brochure.pdf>

