



**St Philip's  
Christian College**  
FOR THE WHOLE OF LIFE

# 2023 Year 11 – 2024 Year 12

## Stage 6 Subject Selection Guide



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### An Overview of the Structure of Learning in Stage 6

The model of learning for Stage 6 (Year 11 and 12) students is a blended approach that includes the following:

1. Face-to-Face Teaching – This is the main mode of curriculum delivery and involves the class teacher engaged in the classroom with students, implementing a variety of teaching strategies including direct teaching. It is during this time that the majority of new content is taught.
2. Guided Independent Learning – This is learning time that is still at school but students are self-directed in their learning. During this time they are guided by tasks that are set by the teacher each week that are specifically outlined through iLearn (Learning Management System). Stage 6 teachers supervise the Study Centre and are available to give individual assistance to students as requested.
3. Self-Directed Independent Learning – This is time that students have full autonomy over their learning. This would include what has traditionally been termed 'homework'. At Stage 6 level this should account for no less than 2 hours per night and 6-8 hours each weekend. This is time that would be used to complete assessments and to summarise and review content as taught at school.

There are a number of supports that are provided by the College for students as they complete their Stage 6 Studies, these include:

1. Comprehensive Learning Management System – Each subject will have a weekly blog of content being covered, associated learning activities, resources such as exam papers, study guides and instructional videos.
2. After-hour access to the Senior School Study Centre. This is typically 3:00-4:30pm and, where pre-arranged, can be a space to access additional assistance from teachers.
3. One-on-One Teacher support – In line with the blended approach to learning, each subject teacher is available to give individual assistance outside of the classroom.
4. At various times throughout the year the College will run specific workshops and seminars on topics such as Study Skills, Stress Management, Study Planning. These are specifically targeted at Year 11 and 12 students to support them through this stage.
5. HSC Study Camp – St Philip's as an organisation run a Cross Campus Study Camp during the July school holidays in your HSC year. This means that students from all St Philip's campuses will come together at one camp site with the purpose of preparing for their HSC Trials and final examinations. Study camps such as this are regularly

accessed by students across the state who are seeking to achieve their best result in the HSC. The camp includes a healthy balance of individual study, HSC Masterclass seminars for specific subject areas, individual support for Mathematics and English, Study Skills seminars, as well as social opportunities and rest time each day.

Our objective for students in Stage 6 is to not only support them in attaining the best possible outcome in their learning, but also to develop the independence and ownership of learning that will benefit students as they move beyond formal schooling.

### St Philip's Christian College Curriculum

Subject selection for Stage 6 requires considerable thought and discussion. Communication between all concerned parties (students, parents and the school) is vital. This booklet is designed to assist students and their parents in the selection process by describing the requirements for the Higher School Certificate. It also outlines some of the essential features of senior study at the College, including independent learning, revision and assessment requirements and, in particular, includes a detailed description of each Year 11 course offered by the College in 2024.

The SPCC curriculum is designed to cater for a great diversity of student interests and needs. As students progress through Years 7 to 12, a greater degree of choice is introduced. This enables students to develop patterns of study that are highly appropriate to their interests, abilities, career ambitions and future needs. The College's curriculum offerings are judged to include subjects that are most suited to students who wish to proceed to tertiary studies. The inclusion of elective subjects depends on demand, although every effort is made to provide students with their chosen range of electives where possible.

***Certain subjects may run in an alternative fashion in the event of low enrolment numbers. The school will determine what method of delivery is suitable in each instance e.g., reduced face-to-face teaching and time allocation.***

### The HSC

### Requirements for the Satisfactory Completion of the HSC

The NSW Education Standards Authority (NESA) has retained English as the only compulsory subject in Years 11 and 12. Additional subjects are chosen from the remaining list offered by the College.

To qualify for the Higher School Certificate, students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

At this stage, a maximum of 6 units of Science in Year 11 and 7 units of Science in Year 12 can contribute to Higher School Certificate eligibility.

The Australian Tertiary Admissions Rank (ATAR) will be calculated using each student's ten best units, including a minimum of two units of English. However, it is important to note that the ATAR is only one pathway to tertiary studies. Students are encouraged to seek further information from the Head of Senior School, the Curriculum/Tertiary Advisor and to engage with tertiary providers to find out more information as they progress through Stage 6 studies.

### Units of Study

All courses offered for the Higher School Certificate are either 1 or 2 units in value. As mentioned previously, most courses are 2 units in value. Each unit involves class time of approximately 2 hours per week (60 hours per year). In Year 12, each unit has a value of 50 marks. Hence a 2-unit course has a value of 100 marks.

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

The following is a guide to the pattern of courses:

### 2 Unit Courses

These make up the basic structure for all courses. 2-unit courses have a value of 100 marks for the HSC examination.

### Extension Courses

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

Some extension courses commence in Year 11, such as English and Mathematics Extension 1. If a student wishes to choose Mathematics or English Extension 2 in Year 12, they must undertake the relevant Extension 1 course in Year 11.

Other extension courses are Year 12 only courses, such as History, Science, Music and some Languages. These subjects will have specific eligibility requirements, including the study of certain Year 11 subjects. The College will assess the ability to run these courses subject to teacher availability and student interest.

### 1 Unit Courses

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

# Glossary of Terms

## Board Developed Courses

These courses are developed by the NSW Educational Standards Authority (NESA). There is a syllabus for each course that contains:

- The course objectives, structure, content and outcomes.
- Specific course requirements.
- Assessment requirements.
- Sample examination papers and marking guidelines.
- The performance scale describing what students typically know and can do corresponding to each of the six (6) achievement bands.

All students entered for Year 12 who are studying these courses follow the NESA syllabuses. These courses are examined externally at the end of the Year 12 course and can count towards the calculation of the Australian Tertiary Admissions Rank (ATAR).

## Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses:

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses. Most Year 12 VET (Vocational Education and Training) 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.

## Matriculation

This is a term that is not as frequently used as it once was; it simply refers to entry to university study. Most tertiary institutions use the ATAR based on each student's best 10 units – including 2 units of English. A small number of courses rely on interviews, auditions and folios of work for admission, with or without consideration of the ATAR.

### **Moderation/Standardisation**

Moderation is the adjustment made to school internal assessments by NESA, based upon performance in the HSC Examination.

Moderation of assessment marks retains the same rank order of students and relative distance between students on the rank order, as determined by the school through Higher School Certificate assessment tasks.

The moderated school-based assessment marks contribute 50% to the student's final Year 12 assessment marks. The other component of the final Year 12 marks is the HSC Examinations. They also contribute 50% to the final mark.

The ATAR is calculated by the NSW Universities Admission Centre (UAC). Each course is adjusted to take account of its relative degree of difficulty based on the performance of its candidature in all of their other subjects. The ATAR is calculated using at least two units of English and each student's remaining 8 best Year 12 units. The ATAR is a rank and not a mark.

### **Year 11 and Year 12 Courses**

NESA has structured the way in which senior courses are organised into Year 11 and Year 12 components. All students must satisfactorily complete the Year 11 courses for their selected Year 12 subjects prior to studying the Year 12 component, as the Year 11 course is assumed knowledge for the Year 12 course. The exception are VET courses which are arranged as 240-hour (or 180 hour) courses. However, work placement is a compulsory requirement for the completion of year 11 and year 12. This means to satisfactorily complete a year 11 VET course students must complete 35 hours of work placement before term 4 of that year. Likewise for Year 12, to satisfactorily meet the requirements of the HSC, students must complete another 35-hour block of work placement.

### **Scaling**

Scaling is used by universities to compare the standard of a student's performance in a course with that student's performance in other courses. It is a process that is undertaken by the Universities Admissions Centre after NESA has finalised Year 12 results.



### Requirements for the Award of the HSC

Students who wish to be awarded the HSC:

- Must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate (see page 7 of this booklet and also below). This includes the completion of the practical, oral or project work required for specific courses and the assessment requirements for each course.
- Must have sat for and made a serious attempt at the Higher School Certificate.
- Must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the Year 12 course.
- Students who wish to receive the Australian Tertiary Admissions Rank (ATAR) must study a minimum of 10 Board Developed units in the Year 12 course. The booklet, University Entry Requirements 2023 for Year 10 Students, published by UAC contains important information about entry to university courses, course prerequisites and other information. This will assist students in the choice of Year 12 courses for study in Years 11 and 12 in preparation for university entry.

### Year 12 Assessment

The purpose of assessment is to measure a wider range of student performance throughout the Year 12 course than is possible to measure by examination only. This system allows total student achievement to be measured, including research, practical skills and fieldwork where appropriate.

Year 12 academic year begins in Term 4. Students will therefore receive a Year 11 Academic Guide at the beginning of 2024, and a Year 12 Academic Guide at the beginning of Term 4 2024. Students can then expect to begin internal HSC assessments from Term 4 2024. The Academic Guides outline the assessment requirements for each subject undertaken and the assessment policies and procedures that students must follow. In order to have satisfactorily completed a course, each candidate is required to satisfactorily complete the assessment tasks set as part of the assessment program, as well as other class tasks, which are set from time to time for diagnostic purposes.

Students are required to submit all assessment tasks punctually. Even if they are late they must still be submitted, as these can be included as work completed for purposes of determining whether a candidate has fulfilled the requirements of the course. Failure to complete sufficient assessment tasks will preclude eligibility for the Year 12 course in that subject and it will not be recorded on the final results notice. To meet NESA requirements, students must satisfactorily complete tasks that contribute in excess of 50% of the available marks in any course.

At SPCC Cessnock students must hand in assessment tasks by 9am on the day due unless otherwise stated. Breaches of the College's assessment policy will be communicated to parents and the Director of Studies. When attempting assessment tasks, students are expected to make a serious attempt and in no way breach the College's requirements regarding ethical practice.

Should malpractice occur, the Principal will be informed. The Principal may, at his discretion, invalidate the student's attempt, which may then jeopardise the receiving of accreditation for that subject, or even the HSC.

In the event that a student requires an extension, they must complete an Extension Form and submit this to the Director of Studies prior to the due date of the task. Extensions will not be granted on the due date the task. The Extension Form must be accompanied by written evidence, such as a Medical Certificate. See the College Assessment Policy for more information here.

In the event that a student is affected by illness or misadventure in the completion of a task, they must submit an Appeal Form, supported by relevant written documentation. This must then be submitted to the Director of Studies within 3 days of the task. Failure to submit or complete an assessment task by the due date without a successful Appeal form will result in a penalty.

In the case of a student suffering an illness, accident or misadventure near or during the time of the HSC Examinations, NESA may need to rely entirely on their assessment marks. These marks will then be used as the chief (and perhaps only) measure of student achievement for the Year 12 Stage 6 program.

A student's final assessment mark for each subject is sent to NESA where it is moderated and then combined with their HSC Examination mark. This produces their final mark which is reported with the Higher School Certificate. NESA sends marks to UAC to use in the calculation of the ATAR for tertiary course entrance.

More information about assessments will be published in the College's publication *Year 11 Student Academic Guide*.

For these reasons, if for no other, students must seek to maximise their assessment marks as a kind of insurance against the risk of illness or misadventure during the HSC Examination period.

## Homework and Revision

The main aims of homework are to:

- Prepare for, consolidate and complement classwork.
- Deepen and extend understanding.
- Assist students in their development of appropriate organisational skills.
- Encourage responsible research and study habits.

The College believes it is vital that senior students take responsibility for their own learning. Senior students need to constantly revise their work and practise the skills

appropriate to each subject studied. Students are strongly advised to follow a regular revision program.

In this regard, the College's Pastoral Care teachers, Year Leaders, Director of Studies and Head of Senior School are available to provide advice to students and will assist with developing skills required for the development of suitable study methods. Staff mentors are also available to assist students to devise and monitor appropriate home study goals and strategies.

### **Cross Campus Courses Model**

St Philip's Education Foundation and the associated St Philip's Christian Colleges seek to work together to foster excellence in education for all students across the organisation. As a group of schools, St Philip's is uniquely positioned to collaborate between campuses to offer rigorous and engaging courses in a cross-campus fashion. This benefits both the providing campus as well as the participating students; where a campus may be positioned to run a course but cannot gain sufficient interest, external enrolment from other SPCC campuses can be utilised to facilitate a subject. Likewise, where another SPCC campus is unable to staff or offer a subject, students are nevertheless able to access high quality Cross-Campus Courses, thus offering more diverse pathways for students.

Cross-Campus Courses are provided via online learning using MYSPCCiLearn. Some courses may have further requirements relating to videoconferencing/live online lessons (Live Lessons), face to face workshops or intensives. Live Lessons may occur outside of school hours by negotiation between the Home School/s and the Delivering Schools. Each course description found in the Stage 6 Subject Selection Guide will indicate if the course may be offered via the Cross Campus Model.

### **All My Own Work**

All students must complete the HSC All My Own Work program before they commence their Year 11 studies. The program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their Year 12 studies. The program's content is divided into five modules: scholarship principles and practices, acknowledging sources, plagiarism, copyright and working with others. Students will complete the NESA All My Own Work Modules during the period after the Year 10 course examinations.

### HSC Minimum Standards Testing

HSC Minimum Standards is a mandatory program initiated by the NSW Government. For a student to qualify for a HSC, this must be completed. Students need reading, writing, and numeracy for everyday life after school. This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online test.

1. Reading
2. Writing
3. Numeracy

To be eligible for a HSC, you must complete and pass ALL Minimum Standards Exams. If you do not pass the first time, that is okay. Students will have multiple attempts in Year 10/11/12 to complete the Minimum Standards Exams. Students will first access the HSC Minimum Standards Testing process in Term 4 (Year 10) prior to commencing Stage 6 study.

### Vocation Educational Training (VET)

VET provides skills and qualifications for all types of employment. VET courses not only appeal to the interests and aptitudes of young people, they also reflect the realities of the job market and the shifting demands for skills and training. HSC VET courses are intended to broaden the range of curriculum offerings and provide our students with an alternative pathway to work and further education. VET Courses are dual-accredited courses designed to combine HSC studies with training and experience in the workplace.

This means the courses are endorsed by NESA and the Australian Skills Quality Authority (ASQA). At St Philip's Christian College, students can choose from a range of vocational curriculum courses which are outlined in this book. St Philip's Christian College has experienced educators trained to deliver and assess these courses at the school. VET courses have a mandatory work placement component, which is undertaken in the workplace.

These are 240-hour Vocational Education and Training (VET) courses. An optional written examination is offered for Year 12. If you want the results from these courses to be available for inclusion in the calculation of your ATAR, subject to the ATAR rules, you must undertake the optional written examination.

Other courses are available in these VET subject areas. They are not available for inclusion in the calculation of the ATAR as there is no graded assessment in the courses. The courses range from 120-indicative-hour courses to 60- or 120-indicative-hour extension courses. Specialist studies are also available in some subject areas.

For further information, check with your school or the NESA website at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au).



### **TAFE Vocational Education & Training (TVET) Courses | External Vocational Education & Training (EVET)**

TVET courses are programs of study approved by NESA which are delivered by Technical and Further Education (TAFE) colleges. Except for a limited number of options there are no externally set examinations for these subjects. Assessments are devised by the TAFE college.

Subjects that are not examined by NESA still appear on the Year 11 Record of School Achievement and the Higher School Certificate, but do not contribute to the calculation of the ATAR for university matriculation purposes.

Students who study a TAFE-based course will gain TAFE accreditation that may provide advanced standing in further programs of study at TAFE level. Any students considering one of these courses should speak to the College's Careers Adviser or the Director of Studies.

### **School-Based Apprenticeships & Traineeships (SBAT)**

School-based apprenticeships and traineeships are more than just part-time jobs, they are a great way for students to set themselves up for a career whilst they are completing Year 12.

School-based apprenticeships and traineeships are available to all Year 10, 11 and 12 high school students in NSW. They allow students to commence an apprenticeship or complete a traineeship while at school.

A school-based apprenticeship or traineeship combines paid work, training and school. As well as gaining an industry recognised national qualification, students will gain credit towards the HSC. Some apprenticeships and traineeships can contribute towards the ATAR.

School based trainees are required to:

- Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days (or as specified in the relevant Vocational Training Order - VTO), of paid employment by 31 December of the HSC year.
- Enrol in and successfully complete a minimum Certificate II AQF qualification as specified in the VTO.

- Undertake the on-the-job training requirements of a minimum of 100 days concurrently with the formal training requirements.
- Complete the formal training requirements as listed on the Training Plan by the end of Term 3 of the HSC year.
- Be entered with NESA for study in the HSC (Stage 6).

### **VET Classes and Compulsory Work Placement**

VET courses are held during afternoon classes which generally begin at 1:45pm and conclude at approximately 5:00pm. Some VET courses are administered by external providers and students are expected to follow normal classroom procedures at all times.

Students who select to take a Vocational Education and Training course are also expected to complete the mandatory workplace hours in an industry setting. For some VET courses this will require students to attend blocks of work placement during some school holidays as well as during the school term. Students will be expected to sign an agreement to show they acknowledge and agree to attend these compulsory placements.

### **VET/SmartTrack Course Fees**

A \$300 VET administration fee will be applied for the incorporation of a VET Course into a student's pattern of study. This is irrespective of how many VET courses a student chooses to include.

VET courses, while contributing to students overall HSC program carry significant cost to the College that is well above that of traditional subjects. While the College heavily subsidises the cost of VET courses it is necessary to pass on some of the course cost.

Students completing VET pathways during Year 11 and 12 also will have opportunity to complete the following add on courses. Given they are qualifications in themselves, the following costs will apply:

The billing date for VET related fees will be Monday of Week 5 of the school year. Withdrawals before that time will not be charged, unless the College is charged by an external provider; Internally presented courses will be charged at the VET course fee (\$300).

### **Languages**

Students are offered the opportunity to study French Beginners in Stage 6. There are restrictions regarding enrolment in these courses and students are encouraged to refer to the relevant course pages in this booklet. If a student wishes to undertake a Language course by distance education they are to make an application for enrolment to the Director of Studies. Most distance education courses are delivered through Camden Haven High School and applications for enrolment in language courses for 2024 close early November 2023.

### **Distance Education Course Fee**

The College will cover the tuition fees of the course. In the unlikely event that a student enrolls in the course, and then changes his/her mind and withdraws from the course, there will be a cancellation fee levied by the distance education provider. In this event the cancellation fee will be added to the family school fee account. The cancellation fee per subject is currently \$100.

### **TVET & EVET Course Fee**

Provided the VET Course is in line with the current College tuition fees, no additional cost will be applied after the initial \$300 course fee. Where the VET course is over the current 2-unit tuition fee, and not subsidised, additional fees will be added to College tuition fees. This information is provided to parents prior to enrolment confirmation.

In the unlikely event that a student enrolls in the course, and then changes his/her mind and withdraws from the VET course after the RTO census period, there will likely be a cancellation fee levied by the VET provider.

### HSC SmartTrack – What is it?

HSC SmartTrack is a practical alternative approach to Years 11 and 12, allowing students to complete the Higher School Certificate (Non-ATAR) in an independent adult-learning environment. Students undertake a layered curriculum approach for their core subjects of Mathematics and English, through enquiry-based learning, leaving space for chosen vocational courses and on-the-job training.

Afternoon and evening delivery of courses allows students an opportunity to gain work experience and employment during Years 11 and 12, and puts them on a SmartTrack to new learning and employment opportunities beyond school. Through industry connections, practical training, and academic growth, students gain the skills and qualifications required to adapt to ever changing work environments, and prepare them for a great future.

SmartTrack has a different ethos and approach to mainstream school, with an increased focus on practical learning, enterprise skills and work readiness. Employers want more than qualifications they want employees with social intelligence, adaptive thinking, transdisciplinary and cross-cultural competence, and SmartTrack aims to provide students opportunity to develop these skills before finishing their HSC.

# HSC & Mixed Pathway



### Overview of English Stage 6

Language shapes our understanding of ourselves and our world. It is the means by which we relate to others and is central to the intellectual, social and emotional development of all students. In Stage 6, English is the study and use of the English language in its various textual forms. These include spoken, written, visual and multimodal texts of varying complexity through which students explore, analyse and evaluate how meaning is shaped, conveyed, interpreted and reflected. In acknowledgement of its role as the national language, English is the mandatory subject in Stage 6 in the NSW curriculum. Proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports their development and expression of their personal values, their perspective on moral and ethical matters and expression of their aspirations and ideals.

In their study of English, Stage 6 students continue to develop their critical and imaginative skills. They examine various contexts of language usage to understand how making meaning is complex and shaped by many factors. They are provided with opportunities to question, assess, challenge, reformulate information and identify and clarify issues, negotiate and solve problems. This then equips our students to become creative and confident users of a range of digital technologies and reflect on and evaluate the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language for life-long learning, in their careers and as citizens who live in a global world.

By responding to and composing texts of increasing complexity, students learn about the power, value and art of the English language for communication, knowledge, enjoyment and work. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding, students develop an understanding of themselves and a greater empathy for a diverse range of human experiences and cultures.



### English Stage 6 Courses

To fulfill the requirements for the Higher School Certificate, students in New South Wales will complete one Year 11 (120hrs) and one Year 12 course (120hrs) from:

- English Advanced
- English Standard
- English Studies

Students undertaking English (Advanced) may choose, in addition, to study:

#### English Extension

- The Year 11 English Extension course, which consists of 60 indicative hours of study. It is a prerequisite for Year 12 English Extension 1 course.
- The Year 12 English Extension 1 course, which consists of 60 indicative hours of study.
- The Year 12 English Extension 2 course, which consists of a Major Work undertaken over 60 indicative hours of study.
- Extension 2 may only be undertaken in addition to the Year 12 Extension 1 course.

### The English Stage 6 Student

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through their understanding of complex texts. This course is designed for students who have a particular interest and ability in the subject, desire to engage with challenging learning experiences and find enjoyment in literature.

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. Students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators. The majority of students in NSW undertake this course.

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.

When students are determining what level of English they should complete in Stage 6 education, it is strongly advised you speak to your current English Teacher or Mrs Kelly as to which level of English you should undertake.

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### English Advanced

Board Developed Course

2 units for Year 11 and Year 12

Constraints/Prerequisites: Nil

- Students enrolled in this course may also elect to enrol in English Extension

#### Course Rationale

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and confronting ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Through their study students can become critical thinkers, and articulate and creative communicators. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes. Students further develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education.

### Topics Covered

#### *Year 11 Course Structure*

Students complete three modules of equal weighting.

- Content common to the Standard and Advanced courses is called the Common Module – Reading to Write: Transition to Senior English is the mandatory first module.
- Module A: Narratives that Shape Our World
- Module B: Critical Study of Literature
- There are no prescribed texts for Year 11.
- Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- The Year 11 course requires students to support their study of texts with their own wide reading.

#### *The Year 12 Course Structure:*

- Common Module – Texts and Human Experiences.

This is the mandatory first and common module to both Standard and Advanced courses.

- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing (May be studied concurrently with any of the other modules)

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

- Shakespearean drama
- Prose fiction OR print nonfiction
- Poetry OR drama

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

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

### Particular Course Requirements

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

- 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.

### Career Relevance/Pathways/Transferable Skills

The study of the English Advanced course allows a seamless pathway to tertiary education, particularly in the field of humanities.

Graduates of the English Advanced course have eventually moved into professions such as education (both secondary and tertiary), journalism, advertising, the public service and the media. The communication skills explicitly taught through the course are directly applicable to a large number of real-life situations and careers.



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### English Extension 1

Board Developed Course

1 unit for each of Year 11 and Year 12

Constraints/Prerequisites:

- a) Students need to be enrolled concurrently in the English Advanced course.
- b) Year 11 English Extension course is prerequisite for the Year 12 English Extension 1 and 2.
- c) Students who are excelling the English Extension 1 Year 11 course, may be eligible to pick-up English Extension 2 (1 Unit) in their Year 12 studies. This option will be discussed with students following the Year 11 Examinations.

### Course Rationale

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. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

The course is designed for students with an abiding interest in literature and a desire to pursue specialised study of English.

### Topics Covered

#### *Year 11 Course Structure*

- Module: Texts, Culture and Value
- Related Research Project

This project may be undertaken concurrently with the module

Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures.

Students select ONE text and its manifestations in one or more recent cultures.

Students research a range of texts as part of their independent project.

#### *Year 12 Course Structure*

- Common Module: Literary Worlds with **ONE** elective option
- The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts
- Students are required to study at least TWO related texts

### Particular Course Requirements

**Across Stage 6** the selection of texts **should** give students experience of the following **as appropriate**:

- 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
- A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

### **Career Relevance/Pathways/Transferable Skills**

The critical thinking skills, imaginative writing and textual analysis engaged within the course are all skills directly transferable to a wide range of real-world contexts and allow for a seamless transition into a large number of educational opportunities. Graduates of the Extension English 1 course have eventually moved into professions such as law, education, advertising and all fields to do with the media and the public service.

Students learn skills of both written and spoken English at a very high level. This enhances the student's overall communication skills, which are vital in today's employment environment.

A wide knowledge of texts and literary and historical periods enhances the aesthetic experience of viewing film or theatre or reading texts throughout later life, which inevitably broadens the student's cultural capital.

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### English Standard

Board Developed Course

2 units for Year 11 and Year 12

Constraints/Prerequisites: Nil

#### Course Rationale

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

The course provides a variety of approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy, and independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

#### Topics Covered

##### *Year 11 Course Structure*

Students complete three modules of equal weighting.

- Content common to the Standard and Advanced courses is called the Common Module – Reading to Write: Transition to Senior English is the mandatory first module.
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature
- There are no prescribed texts for Year 11.
- Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.)

- Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text or poet.
- The Year 11 course requires students to support their study of texts with their own wide reading.

### *Year 12 Course Structure:*

- Common Module – Texts and Human Experiences.

This the mandatory first and common module to both Standard and Advanced courses.

- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing (May be studied concurrently with any of the other modules)

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

- Prose fiction **OR** print nonfiction
- Poetry **OR** drama
- Film **OR** media
- Students must study ONE related text in the Common Module: Texts and Human Experiences.

### Particular Course Requirements

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

- 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.

### Career Relevance/Pathways/Transferable Skills

In the modern world the amount of information that is available at the click of a finger is overwhelmingly diverse. For this reason, future global citizens need to become equipped with the critical thinking skills required to evaluate sources of both information and misinformation. The Standard English course is designed to foster these skills. The analytical and compositional skills honed in the course also prove advantageous for students embarking on the tertiary study of courses that are based in the humanities.



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### English Studies

Board Developed Course

2 units for Year 11 and Year 12

Constraints/Prerequisites: Offered through SmartTrack Pathway Only

#### Course Rationale

The English Studies course does provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

#### Topics Covered

##### *Year 11 Course Structure*

- Mandatory module – Achieving through English – English in Education, Work and Community
- An additional 2–4 modules to be studied

In Year 11 students are required to:

- Read, view, listen to and compose a wide range of texts including print and multimodal texts study at least one substantial print text (for example a novel, biography or drama)
- Study at least one substantial multimodal text (for example film or a television series).
- Be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- Engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

### *Year 12 Course Structure:*

- Mandatory Common Module – Texts and Human Experiences
- An additional 2–4 modules to be studied

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

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

In Year 12 students will also be required to:

- Study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.
- Be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- Engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions

### Particular Course Requirements

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

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

### Career Relevance/Pathways/Transferable Skills

This course introduces students to a wide range of real-life texts, that connect directly to their world and interests. Therefore, this course equips students for their life beyond school, for future training and their role in the workplace and as responsible and informed local and global citizens.

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### Agriculture

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions: Nil.

#### Course Description

This course provides students with the opportunity to study the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. It places greater emphasis on farm management to maximise productivity and environmental sustainability. This is an 'on-farm', environment-oriented course. A Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

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

The Higher School Certificate course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. 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 both national and international perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.

### Topics Covered

#### Year 11

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

#### Year 12

- Plant/Animal Production (50%)
- Farm Product Study (30%)
- Elective (20% of course time)

*Students study one of the following topics;*

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

### Particular Course Requirements

#### Year 11 and 12

- 120 indicative hours are required to complete the course
- Practical experiences should occupy a minimum of 30% of course time

#### Year 12

- The Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- Practical experiences should occupy a minimum of 30% of course time

### Career Relevance/Pathways/Transferable Skills

The study of Agriculture Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Agriculture Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

Students who study Stage 6 Agriculture may pursue post school study in agriculture, agri-business, agricultural science and veterinary sciences as well as a range of practical pursuits include farming and livestock industry careers.

# Ancient History

Board Developed Course

2 units for each of Year 11 and Year 12

## Course Description

A study of the past is invaluable, for to be unaware of history is to be ignorant of those forces that have shaped our social and physical worlds. It gives students opportunities to develop their own perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world. Ancient History allows students to study and analyse past societies with a detachment conferred by the perspectives of at least two millennia. It draws on a variety of disciplines and sources, both written and archaeological, such as literary works, coins, inscriptions, art, architecture, artefacts and human remains, enabling students to piece together an informed and coherent view of the past. It allows them to develop and apply research skills and methodologies and equips students to question critically and interpret written and archaeological sources.

## Topics Covered

### *Year 11 Course*

- Part 1: Investigating Ancient History
  - The Investigation of Ancient Sites and Sources
  - Historical Authentication and Reliability
  - The Representation of the Ancient Past
  - Preservation, Conservation and/or Reconstruction of Ancient Sites
  - Cultural Heritage and the Role of Museums
  - The Treatment and Display of Human Remains
- Part 2: Case Studies – Students Study TWO of the following:

○ Old Kingdom Egypt	○ Ancient Australia
○ Tutankhamun's Tomb	○ Shang Dynasty
○ Deir el-Medina	○ Ashoka
○ Alexandria	○ Nineveh
○ Thera	○ Persepolis
○ Troy	○ Masada
○ The Roman Games	○ Palmyra and the Silk Road
○ The Celts	○ Teotihuacan
○ Boudicca	○ Emergence of Early Societies



- Part 3: Features of Ancient Societies
  - Women
  - Slavery
  - Art & Architecture
  - Weapons and Warfare
  - Death and Funerary Customs
  - Power and Image
  - Trade and Cultural Contact
- Part 4: Historical Investigation
  - The historical investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The historical investigation should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project.

### *Year 12 Course*

- Core: Cities of Vesuvius – Pompeii and Herculaneum
- Part 2: Ancient Societies – Students Study ONE of the following:
  - New Kingdom Egypt to the death of Amenhotep III
  - New Kingdom Egypt during the Ramesside period
  - Society in Israel from Solomon to the fall of Samaria
  - Persian society at the time of Darius and Xerxes
  - Society in China during the Han Dynasty 206 BC – AD 220
  - Bronze Age – Minoan Crete
  - Spartan Society to the Battle of Leuctra 371 BC
  - Athenian society in the time of Pericles
- Part 3: Personalities in their times – Students Study ONE of the following:
  - Egypt - Hatshepsut
  - Egypt - Akhenaten
  - The Near East - Sennacherib
  - The Near East - Xerxes
  - China - Qin Shihuangdi
  - Greece - Pericles
  - Greece - Alexander the Great
  - Rome - Tiberius Gracchus
  - Rome - Julius Caesar
  - Rome - Agrippina the Younger

- Part 4: Historical Societies – Students Study ONE of the following:
  - New Kingdom Egypt to the Death of Thutmose IV
  - New Kingdom Egypt - Amenhotep III to the Death of Ramesses II
  - The Ancient Levant - First Temple Period c. 970-586 BC
  - Persia - Cyrus II to the death of Darius III
  - Imperial China - The Qin and Han 247-87 BC
  - The Greek World 500-440 BC
  - 4th-Century Greece to the Death of Philip II
  - The fall of the Roman Republic 78-31 BC
  - The Augustan Age 44 BC-AD 14
  - The Julio-Claudians AD 14-69

### Particular Course Requirements

#### *Year 11*

An interest in Ancient History is an obvious advantage. Students will get much practice in critical analysis during the course and are given the opportunity to research areas of their own particular interest. A commitment to wider reading and the ability to compose detailed and analytical responses are also of benefit when studying History. Students generally enjoy the broad range of ancient civilisations and the fascinating stories that are told as we explore the exciting world that is ancient archaeology.

#### *Year 12*

The Year 12 course refines and builds on many of the research and analysis skills acquired during the Year 11 course. Skills in essay writing are also further developed and are enhanced by wide reading of both modern and ancient sources. Critical analysis of archaeological evidence also becomes more paramount at this level of study. Students are generally fascinated when they explore the depths of Roman and Egyptian societies and enjoy the more narrative/personalities focus that the Year 12 course adopts.

### **Career Relevance/Pathways/Transferable Skills**

In today's world which is saturated with information and misinformation it is imperative that one is able to be critical. Ancient History fosters these skills. A good knowledge of history heightens the aesthetic value of literature, film and travel. Students of Ancient History would find themselves particularly well prepared for almost any career but especially in the fields of the arts, law, and travel. Some possibilities: museum curator, travel/tour guide, journalist, librarian, politician, criminologist, anthropologist, photographer, film/stage/television director or producer, flight attendant, archaeologist.

Students who are excelling in either the Modern History or Ancient History Year 11 course, may be eligible to pick-up History Extension (1 Unit) in their Year 12 studies. This option will be discussed with students following the Year 11 Examinations.

# Biology

Board Developed Course

2 units for each of Year 11 and Year 12

## Course Description

The *Biology Stage 6 Syllabus* explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of Biology, which is often undertaken in interdisciplinary teams, complements the study of other Science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

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

## Topics Covered

### Year 11

- Develop knowledge and understanding of the structure and function of organisms
- Develop knowledge and understanding of the Earth's biodiversity and the effect of evolution

Year 11 course  (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Cells as the Basis of Life	60	*15 hours in Modules 1-4
		Module 2 Organisation of Living Things		
		Module 3 Biological Diversity	60	
		Module 4 Ecosystem Dynamics		

\*15 hours must be allocated to depth studies within the 120 indicative course hours

## Year 12

- Develop knowledge and understanding of heredity and genetic technologies
- Develop knowledge and understanding of the effects of disease and disorders

Year 12 course  (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Heredity	60	*15 hours in Modules 5-8
		Module 6 Genetic Change		
		Module 7 Infectious Disease	60	
		Module 8 Non-infectious Disease and Disorders		

\*15 hours must be allocated to depth studies within the 120 indicative course hours

### Particular Course Requirements

Students will complete 15 hours of depth study in both Year 11 and Year 12.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

Depth studies provide opportunities for students to pursue their interests in Biology, acquire a depth of understanding, and take responsibility for their own learning.

### Career Relevance/Pathways/Transferable Skills

This course provides a strong foundation for students who will pursue a career in a science-related profession. The skills learned in Biology set students up for success in many careers, including: Agriculture, Biochemistry, Biotechnology, Biomedical Engineering, Biomedical Science, Ecology, Environmental Science, Exercise and Sport Science, Food Science & Dietetics, Forensic Science, Genetics, Marine Biology, Microbiology, Medicine, Pathology, Physiotherapy, Research, Teaching/Lecturing, Veterinary Science, Zoology.

The skills you will develop in Biology, such as communicating, problem solving, and critical thinking, are highly transferrable and applicable to a diverse range of careers and industries.

### Business Studies

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil

– Students do not need to have studied Commerce in Stage 5

#### Course Description

Business activity is a feature of everyone's life and to be successful you cannot avoid it. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for their quality of life.

Business Studies offers learning in areas from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies, the course also provides rigour and depth. It lays an excellent foundation for students either for tertiary study or for future employment.

#### Topics Covered

##### *Year 11*

**Nature of Business:** the focus of this topic is the role and nature of business in a changing business environment. Students will examine contemporary business issues to:

- Discuss the expansion of global business.
- Explain how changes in external influences have contributed to the growth of industries in Australia.
- Identify problems that arise for stakeholders when companies go into liquidation.

**Business Management:** the focus of this topic is the nature and responsibilities of management in the business environment. Students will examine contemporary business issues to:

- Discuss strategies that could reconcile the conflicting interests of stakeholders.
- Compare and contrast approaches to management.
- Explain the benefits of quality management practices.



**Business Planning:** the focus of this topic is the processes of establishing and planning a small to medium enterprise (SME). Students will examine contemporary business issues to:

- Discuss the influence of government on SMEs.
- Assess the effect of changes in the business environment on SMEs.
- Prepare a plan for a small business.

### *Year 12*

**Operations:** the focus of this topic is the strategies for effective operations management in large businesses. Students will examine contemporary business issues to:

- Discuss the balance between cost and quality in operations strategy.
- Evaluate the impact of globalisation on operations strategy.
- Identify the breadth of government policies that affect operations management.
- Explain why corporate social responsibility is a key concern in operations management.

**Marketing:** the focus of this topic is the main elements involved in the development and implementation of successful marketing strategies. Students will examine contemporary business issues to:

- Explain why goods and/or services are central to both marketing and operations.
- Examine why ethical behaviour and government regulation are important in marketing.
- Assess why a mix of promotional strategies is important in the marketing of goods and services.

**Finance:** the focus of this topic is the role of interpreting financial information in the planning and management of a business. Students will examine contemporary business issues to:

- Explain potential conflicts between short-term and long-term financial objectives.
- Analyse the influence of government and the global market on financial management.
- Identify the limitations of financial reporting.
- Compare the risks involved in domestic and global financial transactions.

**Human Resources:** the focus of this topic is the contribution of human resource management to business performance. Students will examine contemporary business issues to:

- Discuss the influence of government on the process of determining employment contracts.
- Explain how businesses exhibit corporate social responsibility in the management of human resources.
- Analyse the causes of two workplace disputes and the strategies used to resolve them.
- Examine the advantages of a diverse, culturally competent workforce for a global business.

### Particular Course Requirements

- Nil

### Career Relevance/Pathways/Transferable Skills

Getting a job is about employability and the skills and knowledge acquired in Business Studies are transferrable to any future occupation in any sector. These include important skills concerning leadership, communication and support.

Some future career possibilities include advertising, accounting, banking, compliance, consulting, finance, human resources, investment, marketing, management, public relations, small business owner, sports administration, stockbroker, taxation, trade and treasury to name a few.

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# Chemistry

Board Developed Course

2 units for each of Year 11 and Year 12

## Course Description

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

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

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

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

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of Chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of Chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study Chemistry after completing school, and supports participation in a range of careers in Chemistry and related interdisciplinary industries. It is an essential discipline that currently

addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

### Topics Covered

#### Year 11

- Develop knowledge and understanding of the fundamentals of Chemistry
- Develop knowledge and understanding of the trends and driving forces in chemical interactions

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Properties and Structure of Matter	60	*15 hours in Modules 1-4
		Module 2 Introduction to Quantitative Chemistry		
		Module 3 Reactive Chemistry	60	
		Module 4 Drivers of Reactions		

\*15 hours must be allocated to depth studies within the 120 indicative course hours

## Year 12

- Develop knowledge and understanding of equilibrium and acid reactions
- Develop knowledge and understanding of the applications of Chemistry

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Equilibrium and Acid Reactions	60	*15 hours in Modules 5-8
		Module 6 Acid/base Reactions		
		Module 7 Organic Chemistry	60	
		Module 8 Applying Chemical Ideas		

\*15 hours must be allocated to depth studies within the 120 indicative course hours

### Particular Course Requirements

Students will complete 15 hours of depth study in both Year 11 and Year 12.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. Depth studies provide opportunities for students to pursue their interests in Chemistry, acquire a depth of understanding, and take responsibility for their own learning. Students will complete 15 hours of depth study in both Year 11 and Year 12.

### Career Relevance/Pathways/Transferable Skills

This course provides a strong foundation for students who will pursue a career in a science-related profession. The skills learned in Chemistry set students up for success in many careers, including: Biochemistry, Chemical Engineering, Cosmetics, Food Technology, Forensic Science, Hydrology, Meteorology, Nuclear Science, Pharmacy, Research, Teaching/Lecturing.

The skills you will develop in Chemistry, such as communicating, problem solving, and critical thinking, are highly transferrable and applicable to a diverse range of careers and industries.

# Community and Family Studies

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil.

## Course Description

Community and Family Studies explores life issues that are important to all young people. The course investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. It provides opportunities for students to explore and form positive attitudes about themselves and others.

Research is an integral component of this subject. Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an independent research project (IRP).

## Topics Covered

*Year 11 course modules (100%):*

- Resource Management
- Individuals and Groups
- Families and Communities.

*Year 12 course modules (75%):*

- Research Methodology
- Groups in Context
- Parenting and Caring

*Year 12 course option 1 (25%) – select one of the following:*

- Family and Social Interactions
- Social Impact of Technology
- Individuals and Work.



### **Particular Course Requirements**

Students will be required to complete a major student directed project in the Year 12 course. As part of the Parenting and Caring unit students have the option of caring for a simulated baby to engage more deeply in aspects of this unit. The length of care will be negotiated with students and their families for a period of up to 48hrs.

### **Career Relevance/Pathways/Transferable Skills**

The knowledge, understanding, skills and values developed through Community and Family Studies provide a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of individuals, families and communities which are affected by broader societal influences including sociocultural, economic and political factors. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities. Study of this course will also support students engaged in caring, supervision and child support roles and in formal work opportunities such as childcare and education.

### Drama

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil

– Students do not need to have studied Elective Drama in Stage 5

#### Course Description

In Drama students investigate, shape and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. Students learn experientially, within and in response to situations where they take on roles. The processes of making, performing and critically studying Drama and theatre are valued, whether or not they lead to theatrical performance.

#### Topics Covered

##### *Year 11*

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

##### *Year 12*

- Australian Drama and Theatre
- Studies in Drama and Theatre
- Group Performance
- Individual Project

#### Course Details

##### *Year 11*

###### Unit 1:

- Improvisation, Playbuilding and Acting
- Assessment: Group Devised Project

###### Unit 2:

- Elements of Production: Directing, Costume, Set Design, etc.
- Assessment: Individual Project

### Unit 3:

- Dramatic Traditions and Performance Styles
- Assessment: Essay Question

### *Year 12 course*

### Unit 1:

- Australian Drama and Theatre: Core topic – One of Two Options re: Australian Drama Theatre
- Experiential study of 2 plays

### Unit 2:

- Studies in Drama and Theatre: One of Six Elective Options examining a form of theatre or the work of key practitioners
- Experiential study of 2 plays (or similar)

### Unit 3:

- Group Performance

### Unit 4:

- Individual Project\*
- Students select from 10 projects to work on throughout the year

### 3 components of the HSC Examinations:

- Written Examination (2 Essays)
- Group Performance
- Submission of Individual Project\*

*\*The Individual Project (I.P.) is worked on consistently through Year 12. This progress takes place mostly in a student's own time with regular meetings with your teacher. An I.P. is also completed in Year 11 to prepare students for this process.*

*Unit topics are subject to change.*

### Particular Course Requirements

All costs for Year 12 major works will be the responsibility of the student. Any concerns regarding these costs can be raised with the class teacher.

### Career Relevance/Pathways

- University
- Theatre industry – acting for television and theatre, stage management, design for costume, promotion and set, front of house.
- Advertising and publicity
- Event management

### Transferable Skills

Students learn to collaborate in a creative process of sharing, developing and expressing emotions and ideas. They develop self-confidence, motivation and self-esteem through the devising, work shopping, rehearsing and performing of individual and group works. These skills are transferrable to achievement in school subjects involving group work and individual presentations. They also function as life skills for today's world in most fields of employment requiring team work and/or the ability to present or sell oneself.

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# Earth and Environmental Science

Board Developed Course

2 units for each of Year 11 and Year 12

*-Please note this may be delivered by the SPCC Cross Campus Model*

## Course Description

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

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

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing Earth and Environmental Science applications.

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

## Topics Covered

### Year 11

- Develop knowledge and understanding of the Earth's systems
- Develop knowledge and understanding of the Earth's processes and human impacts.

Year 11 course  (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Earth's Resources	60	*15 hours in Modules 1-4
		Module 2 Plate Tectonics		
		Module 3 Energy Transformations	60	
		Module 4 Human Impacts		

\* 15 hours must be allocated to depth studies within the 120 indicative course hours

### Year 12

- Develop knowledge and understanding of the evolving Earth
- Develop knowledge and understanding of the impacts of living on the Earth.

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Earth's Processes	60	*15 hours in Modules 5-8
		Module 6 Hazards		
		Module 7 Climate Science	60	
		Module 8 Resource Management		

\* 15 hours must be allocated to depth studies within the 120 indicative course hours

### Particular Course Requirements

Students will complete 15 hours of depth study in both Year 11 and Year 12.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. Depth studies provide opportunities for students to pursue their interests in Earth and Environmental Science, acquire a depth of understanding, and take responsibility for their own learning.



### **Career Relevance/Pathways/Transferable Skills**

This course provides a strong foundation for students who will pursue a career in a science-related profession. The skills learned in Earth and Environmental Science set students up for success in many careers, including: Agriculture, Environmental Management & Conservation, Environmental Science, Forensic Science, Geology, Geophysics, Hydrology, Meteorology, Research, Teaching/Lecturing.

The skills you will develop in Earth and Environmental Science, such as communicating, problem solving, and critical thinking, are highly transferrable and applicable to a diverse range of careers and industries.

### Economics

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil

– Students do not need to have studied Commerce in Stage 5

*- Please note this may be delivered by the SPCC Cross Campus Model*

#### Cross Campus Flexible Delivery

This course may run as a St Philip's Cross Campus Course. Cross Campus Courses follow a Flexible Delivery Model and offer students greater flexibility and autonomy over their learning. These courses are facilitated by leading educators across the St Philip's campuses. Students undertaking such courses will need to be prepared to participate in weekly Zoom meetings, face-to-face workshop days at different campuses each term, interactive online skills activities, weekly readings, and video tutorial activities. For more information about the Flexible Delivery Model, speak to Mr East, a Cross Campus Teacher based at the Cessnock campus.

#### Course Description

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The focus of Economics is helping students to make informed choices that assist them to improve their quality of life.

The discipline of Economics has a theoretical basis and Economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling. Discussion of economic issues dominates the media and politics. By understanding Economics, students can make informed judgments about issues and policies and participate responsibly in decision-making.

#### Topics Covered

##### *Year 11*

The Year 11 course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of this behaviour is influenced by the operation of markets. Two key markets, the labour market and the financial market, are examined in detail.

The topics covered in the Year 11 course are:

- Introduction to Economics: The need for choice by individuals, businesses and governments.
- Consumers and Business: How consumers and businesses make decisions about the choices they face.
- Markets: The way in which market prices are determined.
- Labour Markets: The contemporary institutions and outcomes of the labour market.
- Financial Markets: The different types of financial markets and the influence of the Reserve Bank of Australia on interest rates are of central concern.
- Government in the Economy: The management of the economy, and problems and issues arising from the free operation of markets.

### *Year 12*

The Year 12 course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of an economy, with specific reference to the Australian economy.

The topics covered in the Year 12 course are:

- The Global Economy: The operation of the global economy and the impact of globalisation on individual economies.
- Australia's place in the Global Economy: An examination of Australia's place in the global economy and the effect of changes in the global economy on Australia.
- Economic Issues: The nature, causes and consequences of the economic issues and problems that can confront contemporary economies.
- Economic Policies and Management: the aims and operation of economic policies in the Australian economy.

### **Career Relevance/Pathways**

Getting a job is about employability and the skills and knowledge acquired in Economics are transferrable to a wide range of future occupations in every sector. These include important skills concerning leadership, communication and support.

Some future career possibilities include share, finance or commodities markets, business, economic forecasting, banking, insurance, tourism, resource management, property development and management, government, environmental management, town planning, foreign affairs and economic policy development.

### **Transferable Skills**

A student who has completed the Year 11 and Year 12 courses should have knowledge and skills enabling them to:

- Comprehend the background and implications of contemporary economic issues
- Discuss appropriate policies to solve economic problems and issues
- Understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy
- Identify fluctuations in the global and Australian economies and their likely effects on business
- Understand reasons for changes in employment patterns
- Identify, using economic thinking, appropriate strategies to protect the natural environment

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### Engineering Studies

Board Developed Course

2 units each for Year 11 and Year 12

Exclusions: Nil

#### Course Description

Both Year 11 and Year 12 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.

#### Topics Covered

##### *Year 11 Course*

Students undertake the study of 4 compulsory modules:

- 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.

##### *Year 12 Course*

Students undertake the study of 4 compulsory modules:

- 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.

### Particular Course Requirements

#### *Year 11 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.

#### *Year 12 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 Year 11 course and one engineering report from the Year 12 course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

### Career Relevance/Pathways/Transferable Skills

- Engineering
- Architecture
- Industrial Design
- Product Design
- Landscape Design
- Building/Construction

Engineering Studies allows for the understanding of materials and techniques aimed at solving a problem.

# Enterprise Computing

Board Developed Course

2 units for each of Year 11 and Year 12

## Course Description

Enterprise Computing allows students to understand how digital tools and processes function as well as their purpose. Students will learn to effectively use and manage digital tools and technologies in commercial and other settings.

Students will investigate the course content through different topics of study and will explore the theoretical components through the completion of both collaborative and individual projects within each topic. This allows students to work in a team environment and develop effective communication skills that are highly valued in the industry.

## Topics Covered

### *Year 11*

The following topics are taught in the Preliminary Course:

- Interactive Media & User Experience
- Networking Systems & Social Computing
- Principles of Cybersecurity

### *Year 12*

The following topics are taught in the HSC Course:

- Data Science
- Data Visualisation
- Intelligent Systems
- Enterprise Project



### **Particular Course Requirements**

Students will complete project within each topic studied that are both collaborative and individual. They are expected to be able to effectively communicate and work with their peers throughout these projects as this forms a large part of the course content.

### **Career Relevance/Pathways/Transferable Skills**

Technology is becoming more central to our lives and the jobs that we complete every year. The skills that are formed and developed within enterprise computing are transferable to any career where you are interacting with technology, analysing data or collaborating with others. The underlying skills students will learn within this course are vital skills that help to make them employable.

Some directly related future opportunities could include:

Data analyst, Software Engineer, Information Technology related careers, Cybersecurity analyst, Data Scientist, Web Developer, UX Designer, and Computer Programmer.

### Food Technology

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Completion of the Year 11 course is a prerequisite of the Year 12 course.

#### Course Description

The provision and consumption of food are significant activities of humans. Food issues have a constant relevance to life. Students develop an understanding about food systems and develop skills that enable them to make informed decisions and carry out responsible actions. Students will also foster an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

Students will experiment with and prepare food, as well as design and evaluate to a range of food situations.

#### Topics Covered

*Year 11 Course:*

Food Availability and Selection:

- Influences on Food Availability
- Factors Affecting Food Selection

Food Quality:

- Safe Storage of Food
- Safe Preparation and Presentation of Food
- Sensory Characteristics of Food
- Functional Properties of Food

Nutrition:

- Food Nutrients
- Diets for Optimum Nutrition

*Year 12 Course:*

The Australian Food Industry:

- Sectors & Aspects of the Australian Food Industry
- Policy and Legislation

Food Manufacture:

- Production and Processing of Food
- Preservation
- Packaging, Storage and Distribution

Food Product Development:

- Factors which Impact on Food Product Development
- Reasons for and Types of Food Product Development
- Steps in Food Product Development
- Marketing Plans

Contemporary Food Issues in Nutrition:

- Diet and Health in Australia
- Influences on Nutritional Status

### **Particular Course Requirements**

It is a requirement that students undertake practical activities.

### **Career Relevance/Pathways/Transferable Skills**

Dietitian, dietary aide, environmental health officer, food technologist, nurse, nutritionist, sports scientist, weight loss counsellor, quality assurance officer, caterer.

### French Beginners

Board Developed Course

2 units for each of Year 11 and Year 12 courses

Exclusions: French Continuers; French Extension

#### Course Description

In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

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

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

#### Topics Covered

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

#### Particular Course Requirements

- Nil

#### Career Relevance/Pathways/Transferable Skills

- University
- Hospitality
- Business
- Teaching
- Travel Industry

### French Continuers

Board Developed Course

2 units for each of Year 11 and Year 12 courses

*-Delivered via Distance Education through NSW School of Languages*

#### Course Description

There are three prescribed themes:

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

#### The Preliminary Course (120 indicative hours)

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, French will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts.

#### The HSC Course (120 indicative hours)

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of French and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of French-speaking communities will develop further.

#### Particular Course Requirements

- For the HSC course the Preliminary course is a prerequisite.

#### Career Relevance/Pathways/Transferable Skills

- University
- Hospitality
- Business
- Teaching
- Travel Industry

# Industrial Technology – Timber Products & Furniture Technologies

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil

## Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences in the workshop.

Industrial Technology Stage 6, consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Area at SPCC is Timber Products and Furniture Technologies. The students will have the opportunity to design and construct their own furniture in a hands-on environment whilst they experiment with different joinery techniques and timber related skills.

## Topics Covered

### *Year 11 Course*

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

### *Year 12 Course*

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)

Design, Management and Communication

Production

- Industry Related Manufacturing Technology (25%)

### **Particular Course Requirements**

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management portfolio. Each project may emphasise different areas of the Year 11 course content and highlight different skills and techniques. Students also undertake the study of an individual business within the focus area industry.

In the Year 12 course, students design, develop and construct a Major Project with a management portfolio. They will also undertake a study of the overall industry related to the specific focus area industry.

All costs for Year 12 major works will be the responsibility of the student. Any concerns regarding these costs can be raised with the class teacher.

### **Career Relevance/Pathways/Transferable Skills**

Industrial Technology gives students the opportunity to spend a portion of their stage 6 classes in a practical environment out of the normal classroom environment which can be a welcome change during their final year of schooling. Industrial Technology does contribute to an ATAR if students wish to have the option of working towards this goal whilst still being able to participate in a practical course.

Students will develop their theoretical knowledge of timber as a material and the timber related industry; however, many other transferable skills will also be gained which can be applied to any area of employability in the future. These will include skills such as: visualisation, problem solving, project management, Computer aided design, applied numeracy and literacy skills, time management and organisation.

Future careers that are directly related to Industrial Technology include: Trades such as carpentry, plumbing, fabricating, cabinet making, furniture making, construction management, design, interior design, architecture



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### Legal Studies

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil

– Students do not need to have studied Commerce in Stage 5

#### Course Description

Our society is regulated by a complex set of rules and regulations that both guide and protect individual and community rights.

Being well-informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Legal Studies focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all. Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures.

#### Topics Covered

The key themes and challenges to be incorporated across the Legal Studies course include:

- The role of discretion in the justice system
- Issues of compliance and non-compliance in regard to law
- The extent to which law reflects moral and ethical standards
- The role of law reform in the legal system
- The extent to which the law balances the rights of victims, offenders and society
- The effectiveness of legal and non-legal measures in achieving justice
- The changing understanding of the relationship between international law and domestic law

### *Year 11*

The Year 11 course is designed to provide opportunities for students to deepen their understanding of the principles of law. Students will develop the research, analytical and communication skills that underpin the process of investigation. Students will investigate contemporary issues with depth. Students will research information from a range of sources, including cases, legislation, the media and international instruments, and apply this to support a legal argument.

The topics covered in the Year 11 course are:

- The Legal System: Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions.
- The Individual and the Law: Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.
- Law in Practice: Students investigate contemporary issues that illustrate how the law operates in practice.

### *Year 12*

Year 12 Legal Studies is focused on developing students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.

The topics covered in the Year 12 course are:

- Crime: Through the use of a range of contemporary examples students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.
- Human Rights: Through the use of a range of contemporary examples students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.
- Family: Through the use of contemporary examples students investigate the legal nature of family relationships and the effectiveness of the law in achieving justice.
- Consumers: Through the use of contemporary examples, students investigate the legal rights of consumers and the effectiveness of the law in achieving justice for consumers.

### Particular Course Requirements

- Nil

### Career Relevance/Pathways/Transferable Skills

Getting a job is about employability. We are all influenced by the law and the skills and knowledge acquired in Legal Studies are transferable to a wide range of future occupations in every sector. These include important skills concerning leadership, communication and support.

Some future possibilities include attorney, barrister, business consultant, magistrate, queen's counsel, corrections officer, court reporter, forensic scientist, intelligence services, judge, paralegal services, legal secretary, law enforcement (state and federal), military justice, private investigator, security.

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### Mathematics Advanced

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: For students who intend to study Mathematics Advanced, it is strongly recommended that SPCC Cessnock students have studied the 5.3 Mathematics course. Students studying 5.2 Mathematics who wish to complete Mathematics Advanced must discuss this with the Head of Mathematics and the Director of Studies.

#### Course Description

The course is intended to give students who have demonstrated competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in Science and Commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the Life Sciences or Commerce. Students who require substantial mathematics at a tertiary level, supporting the Physical Sciences, Computer Science or Engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

#### Topics Covered

*Year 11 Mathematics Advanced course:*

- Working with Functions
- Trigonometric Functions; Angles and Identities
- Calculus; Introduction to Differentiation
- Exponential and Logarithmic Functions
- Statistical Analysis; Discrete Probability Distribution

*Year 12 Mathematics Advanced course*

- Graphing Techniques
- Trigonometric Functions; Graphs
- Differential and Integral Calculus
- Modeling Financial Situations
- Bivariate Data Analysis
- Random Variables

### Particular Course Requirements

Students will accurately recall knowledge and competently apply skills and processes relevant to the 5.1, 5.2 and 5.3 Mathematics pathways. In particular, fluency with algebraic processes and surds from Stage 5 are foundational to course content. Students must also possess an ability to utilise and further develop higher-level problem-solving strategies.

Students should be willing to work a minimum of 30mins/night on this subject.

### Career Relevance/Pathways/Transferable Skills

Mathematics Advanced is a prerequisite or recommended course to study for most Science and Engineering bachelor degrees at university. The content in this course along with more difficult additional content is often covered in the first two years of study for these courses. Other courses vary regarding prerequisites and recommended courses of study so please always check university admissions requirements and recommendations.

### Mathematics Extension 1

Board Developed Course

1 unit for each of Year 11 and Year 12

Year 12 Mathematics Extension 1 – the unit value of this course changes depending on whether the course is taken in combination with Mathematics or Year 12 Mathematics Extension 2, as follows:

- Mathematics (2-unit) + Year 12 Mathematics Extension 1 (1-unit)
- Year 12 Mathematics Extension 1 (2-unit) + Year 12 Mathematics Extension 2 (2-unit).

Constraints/Prerequisites: For students who intend to study Mathematics Extension 1, it is strongly recommended that SPCC Cessnock students have studied the 5.3 Mathematics course. Students studying 5.2 Mathematics who wish to complete Mathematics Extension 1 must discuss this with the Head of Mathematics and the Director of Studies.

Students who are excelling in the Mathematics Extension 1 Year 11 course, may be eligible to pick-up Mathematics Extension 2 (1 Unit) in their Year 12 studies. This option will be discussed with students following the Year 11 Examinations.

#### Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of Science, Industrial Arts and Commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the Physical and Engineering Sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.



### Topics Covered

*Year 11 course:*

- Further work with Functions
- Polynomials
- Inverse Trigonometry Functions
- Further Trigonometric Identities
- Rates of Change
- Combinatorics

*Year 12 course:*

- Proof by Mathematical Induction
- Vectors
- Trigonometric Equations
- Calculus
- Statistical Analysis

### Particular Course Requirements

Students will need to perform with excellent proficiency all Mathematical operations and techniques in the 5.3 Mathematics course. In particular, demonstrating fluency in working with algebra, functions and surds from Stage 5.3, all of which is foundational to content in the Extension 1 Mathematics course. Students must possess an ability to utilise and further develop higher-level problem-solving strategies.

Students should be willing to work a minimum of 30mins/night on the Mathematics Extension content.

### Career Relevance/Pathways/Transferable Skills

Mathematics Extension 1 is a recommended (and requirement for some) course to study for most Science and Engineering bachelor degrees at university. Its content is often expected knowledge in the first two years of study for these courses. Other courses vary regarding prerequisites and recommended courses of study so please always check university admissions requirements and recommendations.

### Mathematics Standard

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions: Students may not study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

#### Course Description

The Year 11 Mathematics Standard course 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 variety of real-world applications for a range of concurrent HSC subjects

The Year 11 Mathematics Standard course leads into either the Year 12 Mathematics Standard 1 or the Year 12 Mathematics Standard 2 Course.

#### Topics Covered

*Year 11 Mathematics Standard course:*

- Financial Mathematics
- Statistical Analysis
- Measurement
- Algebra

*Year 12 Mathematics Standard 1 or 2 course:*

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

### **Particular Course Requirements**

Students will need to accurately recall knowledge and competently utilise skills and processes from the 5.2 Mathematics pathway course.

Students should be willing to work a minimum of 30mins/night on this subject.

### **Career Relevance/Pathways/Transferable Skills**

This course provides a strong foundation for students to understand the Mathematics that is required for them to use on a daily basis. Mathematics Standard covers many mathematical concepts that are required by tradesmen, nurses and primary school teachers along with many other areas of university and TAFE studies. It is a requirement of some university courses and a recommended study for many others. Always check the university admissions requirements and recommendations.

### Modern History

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil

#### Course Description

The study of Modern History challenges students to consider the great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them. Modern History is especially relevant to the lives of students, as the events and issues that form its content are, in many cases, still current.

#### Topics Covered

##### Year 11 Course

- **Investigating Modern History – the Nature of Modern History:** covering such things as contested ideas about the past e.g., Pearl Harbor and the representation and commemoration of the past e.g., popular films.
- **A Case Study from a Western Society:** such as *The Decline and Fall of the Romanov Dynasty*
- **A Case Study from a non-Western Society:** such as *The Origins of the Arab-Israeli Conflict*
- **Historical Investigations:** A research project of a particular area of individual student interest.
- **Shaping of the Modern World:** an in-depth study of a major event that shaped the modern world, such as *World War*.

##### Year 12 Course

- **Power and Authority in the Modern World 1919-1946:** the rise of fascist, totalitarian and militarist movements after World War I. Through a study of Germany as a key example, students develop an understanding of how a democracy can collapse, and the threats that dictatorships can pose to peace and security.
- **National Studies:** students study ONE national history, such as *Russia and the Soviet Union 1917-1949*
- **Peace and Conflict:** students study ONE arena of international tension such as *Conflict in Europe 1935-1945*

- **Change in the Modern World:** students study ONE major historical force for change in the world, such as *Apartheid in South Africa 1960-1994*.

### Particular Course Requirements

#### Year 11

An interest in history is an obvious advantage. Students will develop skills in critical analysis during the course and are given the opportunity to research areas of their own particular interest. Successful students will be committed to wider reading, be able to work independently on research, and have the ability to compose detailed and analytical responses.

#### Year 12

The Year 12 course refines and builds on many of the research and analysis skills acquired during the Year 11 course. As mentioned, independent research and wide reading become more important during this year while skills in essay writing are also further developed and are enhanced by wide reading of both primary and secondary sources.

### Career Relevance/Pathways/Transferable Skills

In today's world, which is saturated with information and misinformation, it is imperative that one is able to be critical and Modern History, in particular, fosters this skill. This course teaches students many skills in research, analysis and critical thinking. Students of Modern History would find themselves particularly well prepared for almost any career but especially in the fields of the arts, law, and travel. Some possibilities: museum curator, travel/tour guide, journalist, librarian, politician, criminologist, anthropologist, photographer, film/stage/television director or producer, flight attendant.

Students who are excelling in either the Modern History or Ancient History Year 11 course, may be eligible to pick-up History Extension (1 Unit) in their Year 12 studies. This option will be discussed with students following the Year 11 Examinations.

### Music 1

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions: Music 2, Music Extension

Constraints/Prerequisites: Nil

#### Course Description

Music 1 is a course designed for those students with a general interest in music who enjoy performing, composing, researching and listening.

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

#### Topics Covered

There are 22 topics available for study in the Music 1 course. During the Year 11 and Year 12 courses, students will study 6 of these topics in-depth.

These topics are:

- An Instrument and its Repertoire
- Australian Music
- Baroque Music
- Jazz Music
- Medieval Music
- Methods of Notating Music
- Music and Religion
- Music and the Related Arts
- Music for Large Ensembles
- Music for Radio, Film, Television and Multimedia
- Music for Small Ensembles
- Music in Education
- Music of a Culture (Year 11 course)
- Music of a Culture (Year 12 course)
- Music of the 18th Century
- Music of the 19th Century
- Music of the 20th and 21st Centuries
- Popular Music
- Renaissance Music

- Rock Music
- Technology and Its Influence on Music
- Theatre Music

### *Year 11:*

Students will collaboratively elect 3 topics on which to base their performance, composition, musicology and aural studies.

### *Year 12:*

Students will study at least three topics from the list above. The topics must be:

- Three topics which are different from those studied in the Year 11 course or
- Two topics which are different from those studied in the Year 11 course and one topic from the Year 11 course which shows greater depth of understanding, explores new repertoire and includes a comparative study.

Note: The Principal will be required to certify to this effect.

## **Particular Course Requirements**

### *Year 12:*

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

Students selecting composition or musicology electives will be required to submit a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.

All costs for Year 12 major works will be the responsibility of the student. Any concerns regarding these costs can be raised with the class teacher.

## **Career Relevance/Pathways/Transferable Skills**

Professional musician/performer, music teacher – either private tuition or school, composer, conductor, sound engineer, management theatre, production, technology.

# Personal Development, Health and Physical Education

Board Developed Course

2 units for Year 11 and Year 12

Constraints/Prerequisites: Completion of Stage 5 PDHPE

## Course Description

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

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

## Topics Covered

### *Year 11*

Core Topics (60%):

- Better Health for Individuals
- The Body in Motion

Optional components (40%) Students will study two options from:

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

### *Year 12*

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance



Optional components (40%) Students will study two options 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 the core studies, students will study two options in each of the Year 11 and Year 12 courses.

### **Career Relevance/Pathways/Transferable Skills**

This course provides many of the prerequisites for courses in areas such as medicine, health professionals, allied health, fitness industry, counseling, sports industry and defence forces. This course develops important skills in leadership, communication and support, along with a high level of skills applicable to daily life and the individual as a whole.

### Physics

Board Developed Course

2 units for each of Year 11 and Year 12

#### Course Description

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of Physics, and of the theories, laws, models, systems and structures of Physics. It also enables students to apply Working Scientifically skills processes to examine Physics models and practices and their applications.

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of Physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study Physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of Physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of Physics often provides the unifying link between interdisciplinary studies.

The study of Physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

### Topics Covered

#### Year 11

- Develop knowledge and understanding of fundamental mechanics <sup>[1]</sup><sub>SEP</sub>
- Develop knowledge and understanding of energy.

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Kinematics	60	*15 hours in Modules 1-4
		Module 2 Dynamics		
		Module 3 Waves and Thermodynamics	60	
		Module 4 Electricity and Magnetism		

\* 15 hours must be allocated to depth studies within the 120 indicative course hours

## Year 12

- Develop knowledge and understanding of advanced mechanics and electromagnetism
- Develop knowledge and understanding of the role of evidence and prediction in the development of theories in Physics

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Advanced Mechanics	60	*15 hours in Modules 5-8
		Module 6 Electromagnetism		
		Module 7 The Nature of Light	60	
		Module 8 From the Universe to the Atom		

\* 15 hours must be allocated to depth studies within the 120 indicative course hours

## Particular Course Requirements

Students must complete 15 hours of depth study in both Year 11 and Year 12.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. Depth studies provide opportunities for students to pursue their interests in Physics, acquire a depth of understanding, and take responsibility for their own learning. Students will complete 15 hours of depth study in both Year 11 and Year 12.

### **Career Relevance/Pathways/Transferable Skills**

This course provides a strong foundation for students who will pursue a career in a science-related profession. The skills learned in Physics may set students up for success in many careers, including:

Aeronautical Engineering, Artificial Intelligence, Astronomy/Astrophysics, Computing, Data Science, Electronics Engineering, Material Science, Medical Physics, Nanoscience, Photovoltaics, Physiotherapy, Radiology/Radiography, Research, Robotics, Software Design, Teaching/Lecturing.

The skills you learn in Physics, such as communicating, problem solving, and critical thinking, are highly transferrable and applicable to a diverse range of careers and industries.

### Society and Culture

Board Developed Course

2 units each of Year 11 and Year 12

Constraints/Prerequisites: Nil

#### Course Description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

#### Topics Covered

##### *Year 11 Course*

- The Social and Cultural World – the interactions between persons and groups within societies.
- Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings.
- Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them.

##### *Year 12 Course*

##### Core

- Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study.
- The Personal Interest Project (PIP) – an individual research project.

##### Depth Studies

Two to be chosen from:

- Popular Culture – the interconnection between popular culture, society and the individual
- Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures

- Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

### **Particular Course Requirements**

Students are introduced to many concepts specifically relevant to the study of global societies. These concepts are studied through a number of case studies specifically related to social interactions and global challenges. Students would need to bring with them a passion for sociology as well as a commitment to research and critical thinking.

### **Career Relevance/Pathways/Transferable Skills**

The study of Society and Culture prepares students for adult life by developing qualities associated with effective citizenship. In so doing, it forms a basis for moving towards a more just society through positive participation in community life and, social and cultural understanding. This course provides a foundation for a wide variety of study options and a range of vocational pathways which require knowledge of the complexity of society and its individuals. The emphasis on individual study and group work within Society and Culture encourages students to manage their own learning, as well as providing experience of working within teams. In allowing students to work in areas of direct relevance to their lives, Society and Culture contributes greatly to the ethos of lifelong learning, while providing opportunities to acquire a range of skills to support such learning. The study of Society and Culture prepares students for adult life by developing qualities associated with effective citizenship. In so doing, it forms a basis for moving towards a more just society through positive participation in community life and, social and cultural literacy.

## Sport, Lifestyle & Recreation

Content Endorsed Course (Non-ATAR)

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil

### Course Description

The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. The study of Sport, Lifestyle and Recreation will support students in developing a commitment to, and capacity for, lifelong learning in this area. This may lead to further post school study at University or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences in this as an area of personal interest. The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools are able to select from these modules to develop programs that respond to student needs and interests.

### Topics Covered

The modules in Sport, Lifestyle and Recreation are:

- |                                     |  |
|-------------------------------------|--|
| 1. Aquatics                         | 10. Individual Games and Sports Applications |
| 2. Athletics                        | 11. Outdoor Recreation                       |
| 3. Dance                            | 12. Resistance Training                      |
| 4. First Aid and Sports Injuries    | 13. Social Perspectives of Games and Sports  |
| 5. Fitness                          | 14. Sports Administration                    |
| 6. Games and Sports Applications I  | 15. Sports Coaching and Training             |
| 7. Games and Sports Applications II |  |
| 8. Gymnastics                       |  |
| 9. Healthy Lifestyle                |  |



### **Particular Course Requirements**

Students of Stage 6 Personal Development, Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure however that the modules selected do not duplicate PDHPE modules.

### **Career Relevance/Pathways/Transferable Skills**

The study of Sport, Lifestyle and Recreation will support students in developing a commitment to, and capacity for, lifelong learning in this area. This may lead to further post school study at University or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences in this as an area of personal interest. The areas of sports science, physical education and human movement present viable post school study and career pathways. This course provides a sound platform for further study and may offer some credit transfer opportunities into TAFE. \* The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.

### Studies of Religion 2

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions: Studies of Religion 1

*- Please note this may be delivered by the SPCC Cross Campus Model*

#### Course Description

The search for meaning is central to the evolution of our humanity. The age-old question of origins, purpose and destination so central to the human condition, is the centrepiece of this course of study. This quest for meaning can be understood via study of the development of religious belief systems that examines the nature of religion and belief. Drawing from the fields of anthropology, sociology, psychology, philosophy and to a degree, theology, students will develop an understanding of the notion of this search for meaning and the pattern of responses, across cultures and down through time.

Students will grow in an understanding of the expressions of religious belief systems from prehistoric origins, tribal belief systems, ancient religions and world religions right through to the secularist responses of humanism in the modern age. Central to this study are the universal questions, namely: 'Where did we come from?', 'Why are we here?' and 'Where are we going?'.

Such a study allows students to gauge the cultural variations, historical diversity and development of belief throughout time. Students will grow to appreciate those characteristics which are similar across our common humanity as well as gain an understanding of cultural difference because of variations in belief systems. Belief in Australia both pre- and post- 1945 is closely examined – an investigation into Aboriginal spirituality, Christianity, and our 'multifaith' Australian society is evaluated.

It is envisaged that students will acquire religious literacy and this will assist them in becoming more versed in the wider scope of the humanities as they proceed with tertiary studies. This course will also allow students to undertake research that critically examines behaviours and practices that are in direct response to belief.

The course will aid students in the understanding of the various values, attitudes and behaviours that are the direct product of belief systems. In a rapidly globalising world community, religious literacy is the central aim of this course of study. It is anticipated

that students will become literate regarding tribal belief systems, ancient religions, world religions and modern expressions of non-theistic belief systems.

### Topics Covered

#### *Year 11*

Students are introduced to the idea of the metaphysical world – a central theme of religious belief. The relationship between the supernatural world and natural world is examined. Values, attitudes and behaviours are further researched with focus on the particular cultural and environmental context of the community of adherents.

#### *Year 12*

The Year 12 course looks at religious tradition studies in relation to important individuals other than the founders, schools of thought, ethics, and significant ritual practices. Students examine these specific areas across the two religious traditions as a way of understanding the response of the believing adherents and the expression of these values, attitudes and behaviours.

Students also examine beliefs that are specific to secular humanism within the unit on religion and non-religion. Religion and peace is consistently a current issue and the geo-political ramifications due to religion, conflict and cultural identity.

### Particular Course Requirements

#### *Year 11*

An interest in religion studies or philosophy would be beneficial but a previous course of study in Stage 5 level is not necessary. If students have a personal belief themselves they may be interested in enquiring into other belief systems that differ to their own. Many students have derived great personal benefit from a re-evaluation and appreciation of their own belief system from having undertaken this course. Students who are interested in other cultures, psychology, history, human behaviour, philosophy and Ancient History find this subject area quite fascinating.

#### *Year 12*

The Year 12 course builds on and develops the foundational units of the Year 11 course. Students take the basic course concepts of the nature of religion and beliefs and apply them to three examples of world religious traditions drawn from Hinduism, Buddhism, Judaism, Christianity and Islam. Students also undertake two more depth studies.

### **Career Relevance/Pathways/Transferable Skills**

This course of study is highly beneficial for students who may undertake a variety of paths at the completion of their Year 12 studies. If students wish to undertake a gap year, an intercultural understanding of the religious belief system in that particular country in which they will reside would be most advantageous. Likewise, if post Year 12 students wish to travel, a religiously literate perspective of the cultures one is to visit makes for much more informed experiences.

Students who may desire to undertake tertiary studies with a profession in mind such as medicine, nursing, law, diplomatic services, tourism or service industries would benefit from an understanding of belief systems and the acquisition of religious literacy at the Year 12 level.

Students who elect to undertake humanities (psychology/sociology/anthropology) as part of their tertiary studies would greatly benefit from having completed Studies of Religion 2 as part of their Year 12 course.

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### Visual Arts

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions: Nil

– Students do not necessarily need to have studied Elective Visual Arts in Years 9 and 10

#### Course Description

Visual Arts involves students in artmaking, art criticism and the study of art history. The study of Visual Arts at this level gives the opportunity for insights and overviews into the role and context of artists, artworks and audience. Students are encouraged in critical and informed opinion of the work of other artists, while fostering their own practice through the development of a Body of Work.

#### Topics Covered

**Artmaking:** students will experiment with a variety of media, ideas and forms. In the Year 11 course units of work are predominantly teacher directed and are aimed at teaching students a range of skills and techniques. This leads to the development of the students' own art practice, evidenced by a body of works for the HSC Examination.

**Art Criticism and Art History:** students study art works, art practice, art criticism and art history. They are involved in the research and analysis of art theories, issues and ideas from several frames of reference. These broad studies lead to a more informed and sophisticated point of view. Students are expected to respond in a variety of ways to the interrelationship between artist, artwork, audience and the wider world.

#### Particular Course Requirements

##### *Year 11 – Artmaking*

Students have the opportunity to explore art practice using a wide range of materials and developing technical and expressive skills in the following forms:

- Drawing
- Painting
- Photo media
- Sculpture
- Printmaking
- and more!

### *Year 11 – Art Criticism/Art History*

In the Year 11 course students study a broad range of artists, artworks and issues in the three content areas of: art practice, frames, and the conceptual framework. Research, analysis, essay skills and the ability to infer meaning are emphasised.

### *Year 12 – Artmaking*

Students develop a Body of Work over four Year 12 terms that is worth 50% of the final Year 12 mark. The Body of Work consist of a series of related works in which students explore their own visual and aesthetic passions and interests to best demonstrate their skills, ideas and understandings of artmaking. The Body of Work provides students with the opportunity to apply their knowledge to their practice and intentions as artists. Students research artists and other visual material that specifically relates to their chosen areas of interest.

Senior art students enter into an intensive collaborative relationship with their art teacher who initially acts as a mentor during the development of their body of works. Students work closely with their art teacher to build and develop layers of meaning and sophistication in their artworks to communicate ideas to an audience. Teachers guide and advise students to make successful decisions and judgments about their works. The importance of establishing and maintaining a positive but challenging relationship with their senior art teacher is essential in order for the student to maximise the opportunities and challenges available in this subject.

The Year 12 Visual Arts journey is complex, with equal dedication given to both process and product. There is a degree of dedication and commitment required in order to effectively complete the requirements for the course.

The best thing about Visual Arts is that 50% of the final Year 12 mark (the Body of Work) is completed at school before the HSC Examination period.

All costs for Year 12 major works will be the responsibility of the student. Any concerns regarding these costs can be raised with the class teacher.

### *Year 12 – Art Criticism/Art History*

The relationship between artists, their work, their patrons, galleries, audience and the wider world is explored in depth within five case study areas. Student skills in using the three content areas: the frames, the conceptual framework and the study of art practice will be developed and refined. Students will be challenged to form their own opinions on current issues and themes and on contemporary artists' intentions and manipulation of media. Short answer and essay writing skills, visual literacy and analysis of cultural concerns are developed.

### **Career Relevance/Pathways/Transferable Skills**

This course allows for a seamless transition into any arts profession which the student may pursue and will also provide important skills concerning leadership, communication and support – skills and expertise which can be transferred to any sector.

Some future possibilities: architecture, design, computer-based fields, animation, graphic design, film, education, professional practitioner/artist, theatre and/or film design and production and photographer.



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# VET

### Vocational Educational Training (VET)

VET provides skills and qualifications for all types of employment. VET courses not only appeal to the interests and aptitudes of young people, they also reflect the realities of the job market and the shifting demands for skills and training. HSC VET courses are intended to broaden the range of curriculum offerings and provide our students with an alternative pathway to work and further education. VET Courses are dual-accredited courses designed to combine HSC studies with training and experience in the workplace.

This means the courses are endorsed by NESA and the Australian Skills Quality Authority (ASQA). At St Philip's Christian College, students can choose from a range of vocational curriculum courses which are outlined in this book. St Philip's Christian College has experienced educators trained to deliver and assess these courses at the school. VET courses have a mandatory work placement component, which is undertaken in the workplace.

These are 240-hour Vocational Education and Training (VET) courses. An optional written examination is offered for Year 12. If you want the results from these courses to be available for inclusion in the calculation of your ATAR, subject to the ATAR rules, you must undertake the optional written examination.

Other courses are available in these VET subject areas. They are not available for inclusion in the calculation of the ATAR as there is no graded assessment in the courses. The courses range from 120-indicative-hour courses to 60- or 120-indicative-hour extension courses. Specialist studies are also available in some subject areas.

For further information, check with your school or the NESA website at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au).

### **TAFE Vocational Education & Training (TVET) Courses | External Vocational Education & Training (EVET)**

TVET courses are programs of study approved by NESA which are delivered by Technical and Further Education (TAFE) colleges. Except for a limited number of options there are no externally set examinations for these subjects. Assessments are devised by the TAFE college.

Subjects that are not examined by NESA still appear on the Year 11 Record of School Achievement and the Higher School Certificate, but do not contribute to the calculation of the ATAR for university matriculation purposes.

Students who study a TAFE-based course will gain TAFE accreditation that may provide advanced standing in further programs of study at TAFE level. Any students considering one of these courses should speak to the College's Careers Adviser or the Director of Studies.

### **School-Based Apprenticeships & Traineeships (SBAT)**

School-based apprenticeships and traineeships are more than just part-time jobs, they are a great way for students to set themselves up for a career whilst they are completing Year 12.

School-based apprenticeships and traineeships are available to all Year 10, 11 and 12 high school students in NSW. They allow students to commence an apprenticeship or complete a traineeship while at school.

A school-based apprenticeship or traineeship combines paid work, training and school. As well as gaining an industry recognised national qualification students will gain credit towards the HSC. Some apprenticeships and traineeships can contribute towards the ATAR.

School based trainees are required to:

- Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days (or as specified in the relevant Vocational Training Order - VTO), of paid employment by 31 December of the HSC year.
- Enrol in and successfully complete a minimum Certificate II AQF qualification as specified in the VTO.

- Undertake the on-the-job training requirements of a minimum of 100 days concurrently with the formal training requirements.
- Complete the formal training requirements as listed on the Training Plan by the end of Term 3 of the HSC year.
- Be entered with NESA for study in the HSC (Stage 6).

### **VET Classes and Compulsory Work Placement**

VET courses are held during afternoon classes which generally begin at 1:45pm and conclude at approximately 5:00pm. Some VET courses are administered by external providers and students are expected to follow normal classroom procedures at all times.

Students who select to take a Vocational Education and Training course are also expected to complete the mandatory workplace hours in an industry setting. For some VET courses this will require students to attend blocks of work placement during some school holidays as well as during the school term. Students will be expected to sign an agreement to show they acknowledge and agree to attend these compulsory placements.

### **VET/SmartTrack Course Fees**

A \$300 VET administration fee will be applied for the incorporation of a VET Course into a student's pattern of study. This is irrespective of how many VET courses a student chooses to include.

VET courses, while contributing to students overall HSC program carry significant cost to the College that is well above that of traditional subjects. While the College heavily subsidises the cost of VET courses it is necessary to pass on some of the course cost.

Students completing VET pathways during Year 11 and 12 also will have opportunity to complete the following add on courses. Given they are qualifications in themselves, the following costs will apply:

The billing date for VET related fees will be Monday of week 5 of the school year. Withdrawals before that time will not be charged, unless the College is charged by an external provider; Internally presented courses will be charged at the VET course fee (\$300).

### **Languages**

Students are offered the opportunity to study French Beginners in Stage 6. There are restrictions regarding enrolment in these courses and students are encouraged to refer to the relevant course pages in this booklet. If a student wishes to undertake a Language course by distance education they are to make an application for enrolment to the Director of Studies. Most distance education courses are delivered through Camden Haven High School and applications for enrolment in language courses for 2024 close early November 2023.

### **Distance Education Course Fee**

The College will cover the tuition fees of the course. In the unlikely event that a student enrolls in the course, and then changes his/her mind and withdraws from the course, there will be a cancellation fee levied by the distance education provider. In this event the cancellation fee will be added to the family school fee account. The cancellation fee per subject is currently \$100.

### **TVET & EVET Course Fee**

Provided the VET Course is in line with the current College tuition fees, no additional cost will be applied. Where the VET course is over the current 2-unit tuition fee, and not subsidised, additional fees will be added to College tuition fees. This information is provided to parents prior to enrolment confirmation.

In the unlikely event that a student enrolls in the course, and then changes his/her mind and withdraws from the VET course after the RTO census period, there will likely be a cancellation fee levied by the VET provider.

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## **VET Automotive**

AUR20716 - Certificate II in Automotive Vocational Preparation

### **About the Course**

This qualification covers the skills and knowledge required to perform a range of tasks related to familiarisation and inspection of mechanical and electrical components and systems of cars, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The competencies are relevant for work entry programmes.

### **Course Content**

This qualification provides individuals with an introduction to the automotive industry as well as some of the basic skills needed. It is particularly applicable to school-based studies as an entry-level pathway to employment, and is suitable as an Australian traineeship or apprenticeship pathway.

### **Work Placement**

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours work placement within the automotive industry.

### **Career Opportunities**

The automotive industry is a sizable entity and key contributor to Australia's economy. The automotive repair and maintenance sector currently employs the majority of workers in the industry and covers businesses and employees involved in the repair and servicing of passenger and commercial vehicles, motorcycles and automotive electrical systems. Occupations within this sector include light vehicle mechanic, panel beater, spray painter and automotive electrician.

### **Benefits Towards HSC**

This course counts as two units in Preliminary and two units towards the HSC. Students who complete the 240-hour course may sit for the optional HSC exam. Mandatory units of competency detailed in the NESA Syllabus are examined.

## **Competencies**

### **Cluster Area - Batteries and Electrical**

*AURETR115* Inspect, test and service batteries

*AURETR112* Test and repair basic electrical circuits

*AURETR125* Test, charge, and replace batteries and jump-start vehicles

### **Cluster Area - Tools and Equipment**

*AURTTK102* Use and maintain tools and equipment in an automotive workplace

### **Cluster Area - Braking Systems**

*AURTTB101* Inspect and service braking systems

### **Cluster - Communication**

*AURAF103* Communicate effectively in an automotive workplace

### **Cluster - Cooling Systems**

*AURTTTC001* Inspect and service cooling systems

### **Cluster - Engines**

*AURTTTE104* Inspect and service engines

### **Cluster - Final Drives**

*AURTTQ001* Inspect and service final drive assemblies

### **Cluster - Transmissions**

*AURTTX102* Inspect and service manual transmissions

### **Cluster - Servicing Operations**

*AURTTA104* Carry out servicing operations



**Cluster - Steering and Suspension**

*AURTTD004* Inspect and service suspension systems

*AURTTD002* Inspect and service steering systems

**Cluster - Tools and Equipment**

*AURTTK102* Use and maintain tools and equipment in an automotive workplace

**Cluster - Troubleshooting**

*AURAF104* Resolve routine problems in an automotive workplace

*AURETR103* Identify automotive electrical systems and components

*AURLTA101* Identify automotive mechanical systems and components

**Cluster - Workplace Health and Safety (WHS) and Environmental Safety**

*AURASA102* Follow safe working practices in an automotive workplace

*AURAEA002* Follow environmental and sustainability best practice in an automotive workplace



RTO No: 30100

## **VET Business**

BSB30120 – Certificate III in Business

### **About the Course**

This course enables students to work towards a Certificate III with the skills and knowledge to be competent in a range of activities and functions in a defined context in a business setting.

### **Course Content**

Working within a business context has a wealth of opportunities when it comes to employment. This course is for people who are looking for work in various industries, with a specific interest in studying business, and want to improve their chances of employment by learning the necessary skills needed. This course is also valuable for people who already are employed and want to improve their knowledge and skills for future employment.

### **Work Placement**

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours work placement within a business environment.

### **Career Opportunities**

Students may attain a Certificate III in Business qualification which is an internationally recognised certificate. Employability is increased in various industries with the achievement of this qualification.

Possible immediate job opportunities include:

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

## Benefits Towards HSC

This course counts as two units in Preliminary and two units towards the HSC. Students who complete the 240-hour course may sit for the optional HSC exam. Mandatory units of competency detailed in the NESA Syllabus are examined.

## Competencies

*BSBCRT311*

Apply critical thinking skills in a team environment

*BSBPEF201*

Support personal wellbeing in the workplace

*BSBSUS211*

Participate in sustainable work practices

*BSBTWK301*

Use inclusive work practices

*BSBWHS311*

Assist in maintaining workplace safety

*BSBXCM301*

Engage in workplace communication

*BSBTEC201*

Use business software applications

*BSBPEF301*

Organise personal work priorities

*BSBTEC202*

Use digital technologies to communicate in a work environment

*BSBTEC303*

Create electronic presentations

*BSBOPS301*

Maintain business resources



**RTO**

Registered Training Organisation  
RTO No: 90413

### VET Construction

CPC20220 & CPC20120 – Certificate II in Construction Pathways and  
SOA Certificate II Construction

#### About the Course

This Certificate II is designed to introduce learners to the recognised trade areas in the Construction Industry and underpin traineeship and apprenticeship pathways, which students may pursue post-school. It provides students with skills and knowledge across a range of trade occupations, such as joinery, shop-fitting, carpentry and bricklaying.

#### Course Content

Learning this course provides opportunities for students to develop relevant technical vocational and interpersonal competencies suitable for employment and further training in the construction industry. It also provides for the development of employability skills such as communication and teamwork which are transferable to other industry areas and are a key feature of each qualification available through the framework.

#### Work Placement

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours work placement within the construction industry.

#### Career Opportunities

A diverse range of occupations exists across the construction industry, such as carpenters, joiners, roof tilers, plasterers, bricklayers, painters and decorators, floor finishers and plumbers. The industry is adapting to new technology, building systems, products and practices. This highlights the need to develop new skill sets. The industry is currently experiencing a range of skill shortages both in the trades and professional sectors. The construction industry has a low representation of women in the industry and female recruitment and skilling is a strategy being implemented to address labour needs in the construction industry.

## Benefits Towards HSC

This course counts as two units in Preliminary and two units towards the HSC. Students who complete the 240-hour course may sit for the optional HSC exam. Mandatory units of competency detailed in the NESA Syllabus are examined.

## Competencies

### *CPCCWHS1001*

Prepare to work safely in the Construction Industry.

### *CPCCWHS2001*

Apply WHS requirements, policies and procedures in the construction industry.

### *CPCCCM2005*

Use construction tools and equipment.

### *CPCCCM1012*

Work effectively and sustainably in the construction industry.

### *CPCCCM1013*

Plan and organise work.

### *CPCCCM1014*

Conduct workplace communication.

### *CPCCCM1015*

Carry out measurements and calculations.

### *CPCCCM2001*

Read and interpret plans and specifications.

### *CPCCCA2002*

Use carpentry tools and equipment.

### *CPCCCA2011*

Handle carpentry materials.

### *CPCCCO2013*

Carry out concreting to simple forms.

### *CPCCCM2006*

Apply basic levelling procedures.

### *CPCCCM2004*

Handle construction materials.

### *CPCCCVE1011*

Undertake a basic construction project.

### *Electives*

The students also complete a range of other elective units.



**RTO**

Registered Training Organisation  
RTO No: 90413

## VET Early Childhood Education and Care

CHC30121 - Certificate III in Early Childhood Education and Care

### About the Course

This qualification prepares you for the role of an educator in early childhood education and care. You will learn how to support children's wellbeing, and development. This course will prepare you to:

- Assist in the preparation of materials and equipment for children's education and recreational activities
- Manage children's behaviour and guide children's social development
- Prepare and conduct activities for children
- Entertain children by reading and playing games
- Supervise children in recreational activities
- Supervise the daily routine of children
- Supervise the hygiene of children

### Course Content

This qualification provides individuals with an introduction to the early childhood education and care industry as well as the entry-level qualification required to work in this industry.

### Work Placement

To achieve this qualification, students must have completed a total of least 160 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

### Career Opportunities

Early Education is a large, diverse and growing industry with opportunities available in early education centres, preschools, out of school hours care and family day care. The industry is facing a critical skill shortage and needs passionate trained early educators. Completion of this course will also provide a pathway into the St. Philip's Teaching School.

## Benefits Towards HSC

This course counts as four units in Preliminary and four units towards the HSC. This is a Board Endorsed Course and will NOT count towards your ATAR.

## Competencies

*CHCECE030*

Support inclusion and diversity

*CHCECE031*

Support children's health, safety and wellbeing

*CHCECE032*

Nurture babies and toddlers

*CHCECE033*

Develop positive and respectful relationships with children

*CHCECE034*

Use an approved learning framework to guide practice

*CHCECE035*

Support the holistic learning and development of children

*CHCECE036*

Provide experiences to support children's play and learning

*CHCECE037*

Support children to connect with the natural environment

*CHCECE038*

Observe children to inform practice

*CHCECE054*

Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures

*CHCECE055*

Meet legal and ethical obligations in children's education and care

*CHCECE056*

Work effectively in children's education and care

*CHCPRT001*

Identify and respond to children and young people at risk

*HLTAID012*

Provide First Aid in an education and care setting

*HLTWHS001*

Participate in workplace health and safety



RTO ID: 90081

## VET School Based Education Support

CHC30221 Certificate III in School Based Education Support

### About the Course

This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Education support workers work mainly with students in classroom settings in primary or secondary schools.

The course will be delivered via Zoom two afternoons per week and students will be supplied with a log book and work books to work through. Students/ school will also be required to purchase a text book for \$60 and pay for First Aid training external to the RTO.

### Course Content

Graduates of this course will be qualified to provide assistance and support to teachers and students under broad-based supervision such as: teacher aides, education assistants, language workers, literacy workers, and school support workers.

Students must successfully complete 15 units of competency to complete the qualification – 10 core and 5 electives. Delivery will be via Zoom.

### Work Placement

To achieve this qualification, students must have completed a minimum of 100 hours with one educational institution. The placement may be completed in the Junior or Middle School at Cessnock SPCC or at another educational institution.



## Career Opportunities

Education is a fast growing, large employing industry, catering for a diverse range of students and needs. This course will support you to become a valued part of the education system as a Teacher's Aide, Learning Support Assistant or Support Worker assisting children with additional needs. Completion of this course will also provide a pathway into the St. Philip's Teaching School. The Teaching School also offers a Certificate IV in School Based Education Support for those students wanting to pursue further training after school.

## Benefits Towards HSC

This course counts as three units in Preliminary and three units towards the HSC. This is a Board Endorsed Course and will NOT count towards your ATAR.

## Competencies

*CHCDIV001*

Work with diverse people

*CHCEDS033*

Meet legal and ethical obligations in an education support environment

*CHCEDS034*

Contribute to the planning and implementation of educational programs

*CHCEDS035*

Contribute to student education in all developmental domains

*CHCEDS036*

Support the development of literacy and oral language skills

*CHCEDS037*

Support the development of numeracy skills

*CHCEDS057*

Support students with additional needs in the classroom

*CHCEDS059*

Contribute to the health, safety and wellbeing of students

*CHCEDS060*

Work effectively with students and colleagues

*CHCEDS061*

Support responsible student behaviour



**EASTERN**  
COLLEGE AUSTRALIA

RTO ID: 22065

## VET Electrotechnology

UEE22020 – Certificate II in Electrotechnology (Career Start)

### About the Course

Electrotechnology aims to provide students with the opportunity to gain a range of skills suitable for employment in the electrotechnology industry and to provide pathways for further study. This course will cover competencies for work entry programmes providing grounding in safety and basic skills and knowledge for work in any electrotechnology disciplines. This course is for people seeking entry level training in the electrotechnology industry.

### Course Content

The aim of this course is to provide participants with the prerequisite knowledge and skills. It provides training in basic electrical theory, electrical workshop practices, writing and basic installation skills, the use of hand and power tools and an overview of the electrotechnology industry.

### Work Placement

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours work placement within the electrical industry.

### Career Opportunities

The electrotechnology industry is responsible for harnessing electricity to meet a variety of business and individual applications. The industry includes the installation, servicing, repair and maintenance for industrial, commercial and domestic purposes. With Australia's shift to a low carbon future and new information of processing and communication technologies, the industry is developing rapidly.

### Benefits towards HSC

This course counts as two units in Preliminary and two units towards the HSC. Students who complete the 240-hour course may sit for the optional HSC exam. Mandatory units of competency detailed in the NESA Syllabus are examined.

## Competencies

### *UEENEEK142A*

Apply environmentally and sustainable procedures in the energy sector.

### *UEENEEE101A*

Apply Occupational Health and Safety regulations, codes and practices in the workplace.

### *UEENEEE102A*

Fabricate, assemble and dismantle utilities industry components.

### *UEENEEE104A*

Solve problems in d.c. circuits.

### *UEENEEE105A*

Fix and secure electrotechnology equipment.

### *UEENEEE107A*

Use drawings, diagrams, schedules, standards, codes and specifications.

### *UEENED101A*

Use computer applications relevant to a workplace.

### *CPCCOHS1001A*

Work safely in the construction industry  
(This unit is delivered by a private provider Australia Lifesaver Training)

### *UEENEEE148A*

Carry out routine work activities in an energy sector environment.

### *UEENEEE141A*

Use of routine equipment/plant/technologies in an energy sector environment.

### *UEENEEE179A*

Identify and select components, accessories and materials for energy sector work activities.

### *UEENEEE137A*

Document and apply measures to control OHS risks associated with electrotechnology work.

### *UEENEEP024A*

Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply.

### *HLTAID001*

Provide cardiopulmonary resuscitation  
(This unit is delivered by a private provider Australia Lifesaver Training)

### *Electives*

The students also complete a range of other elective units.



# RTO

Registered Training Organisation  
RTO No: 90413

## **VET Fitness**

SIS30321 – Certificate III in Fitness

### **About the Course**

This qualification covers the skills and knowledge required to perform in the role of group and gym fitness instructors. These fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

### **Course Content**

This qualification provides individuals with an introduction to the fitness industry as well as some of the basic skills needed. It is particularly applicable to school-based studies as an entry-level pathway to employment, and is suitable as an Australian traineeship pathway.

### **Work Placement**

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours work placement within the fitness industry.

### **Career Opportunities**

The fitness industry is a dynamic and important part of the Australian economy. Around 1.73 million Australians are now estimated to use fitness centre services. The industry plays a key role in improving the health and fitness of Australians. Occupations within this sector include personal trainer, nutrition coach, fitness coach, fitness business manager and remedial massage.

## Benefits Towards HSC

This course counts as two units in Preliminary and two units towards the HSC. This is a Board Endorsed Course and will NOT count towards your ATAR.

## Competencies

*BSBOPS304*

Deliver and monitor a service to customers

*BSBPPEF301*

Organise personal work priorities

*HLTAID011*

Provide First Aid

*HLTWHS001*

Participate in workplace health and safety

*SISFFIT032*

Complete pre-exercise screening and service orientation

*SISFFIT033*

Complete client fitness assessments

*SISFFIT035*

Plan group exercise sessions

*SISFFIT036*

Instruct group exercise sessions

*SISFFIT040*

Develop and instruct gym-based exercise programs for individual clients

*SISFFIT047*

Use anatomy and physiology knowledge to support safe and effective exercise

*SISFFIT052*

Provide healthy eating information



RTO ID: 121508

## VET Hospitality Industry

SIT20316 – Certificate II in Hospitality

### About the Course

This course enables students to work towards a Certificate II with the skills and knowledge to be competent in a range of activities and functions in a defined context in a hospitality setting.

### Course Content

The hospitality industry has a wealth of opportunities when it comes to employment! Our Food and Beverage Training course is a great way to kick start your hospitality career.

This course is for people who are looking for work in the Food and beverage Industry and want to improve their chances of employment by learning the necessary skills needed. This course is also valuable for people who work in the Hospitality Industry and want to improve their food and beverage skills.

### Work Placement

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours work placement within the hospitality industry.

### Career Opportunities

Hospitality students may attain a Certificate II in Hospitality qualification which is an internationally recognised certificate. Employability is increased in the hospitality industry with the achievement of this qualification.

Possible job opportunities include:

- Bar attendant
- Café attendant
- Catering assistant
- Food and beverage attendant
- Front office assistant
- Porter
- Room attendant

## Benefits Towards HSC

This course counts as two units in Preliminary and two units towards the HSC. Students who complete the 240-hour course may sit for the optional HSC exam. Mandatory units of competency detailed in the NESA Syllabus are examined.

## Competencies

*SITXWHS001*

Participate in safe work practices.

*BSBWOR203*

Work effectively with others.

*SITHIND002*

Source and use information on the hospitality industry.

*SITXWCS003*

Interact with customers.

*SITHIND003*

Use hospitality skills effectively.

*SITXCOM002*

Show social and cultural sensitivity.

*SITXFSA001*

Use hygienic practices for food safety.

*SITHFAB005*

Prepare and serve espresso coffee.

*SITHFAB007*

Serve food and beverage.

*SITHFAB004*

Prepare and serve non-alcoholic beverage.

*SITHCCC003*

Prepare and present sandwiches.

*SITHCCC001*

Use food preparation equipment.

*SITHCCC002*

Prepare and present simple dishes.

*BSBCMM201*

Communicate in the workplace.



**RTO**

Registered Training Organisation  
RTO No: 90413

## **VET Human Services**

CHC33021 – Certificate III in Individual Support

### **About the Course**

This qualification reflects the role of individuals in the community, home or residential care setting who work under supervision and as a part of a multi-disciplinary team, following an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason.

### **Course Content**

Students must successfully complete 15 units of competency to complete the qualification – 9 core and 6 electives.

### **Work Placement**

To achieve this qualification, the candidate must have completed at least 120 hours of work placement.

### **Career Opportunities**

Health care and Social Assistance is the largest employing industry in Australia. Around 15% of workers have their main job in this industry. Employment in Health Care and Social Assistance is projected to grow by 301,000 (or 15.8%) over the five years to November 2026. Upon successful completion of this qualification students may be qualified to consider positions such as a: Aged Care worker, Support worker, Community Care worker, Disability Service officer, School Support officer (Disability), Family Support worker, Nurse's Aide or a Home Care assistant.

### **Benefits Towards HSC**

This course counts as three units in Preliminary and three units towards the HSC. This is a Board Developed Course and will count towards your ATAR upon completion of the Higher School certificate examination.



### Competencies

*CHCCCS038*

Facilitate the empowerment of people receiving support

*CHCCCS031*

Provide individualised support

*CHCCCS040*

Support independence and wellbeing

*CHCCCS041*

Recognise healthy body systems

*CHCCOM005*

Communicate and work in health or community services

*CHCDIV001*

Work with diverse people

*CHCLEG001*

Work legally and ethically

*HLTINF006*

Apply basic principles and practices of infection prevention and control

*HLTWHS002*

Follow safe work practices for direct client care

*CHCAGE011*

Provide support to people living with dementia

*CHCAGE013*

Work effectively in aged care

*CHCPAL003*

Deliver care services using a palliative approach



## VET Primary Industries

AHC20116 – Certificate II in Agriculture

### About the Course

This qualification provides a general vocational outcome in agriculture. The qualification enables individuals to select a livestock production, cropping or livestock context as a job focus or, in the case of mixed farming enterprises, both cropping and livestock.

### Work Placement

Work placement is a mandatory HSC VET course requirement with minimum hours assigned to HSC VET courses. Non-completion of work placement means the student has not met the HSC VET course requirements and cannot count as HSC credit units for the course towards the award of their HSC. They would still be credentialed for the AQF VET qualification. Work placement is to be undertaken in an appropriate primary industry work environment. The minimum work placement requirement for students undertaking AHC20116 Certificate II in Agriculture through the 240 indicative hours course is 70 hours.

### Career Opportunities

Individuals with this qualification carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work. Job roles vary across different industry sectors and may include:

- Assistant animal attendant/stock person
- Assistant farm or station hand
- Assistant farm or station worker
- Assistant farm or station labourer

### Benefits Towards HSC

This course counts as two units in Preliminary and two units towards the HSC. This is a Board Developed Course. The HSC Content for this Framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC. This is drawn from the associated units of competency. Students undertaking the Primary Industries (240 indicative hours) course must address all of the mandatory focus areas:

- Chemicals
- Safety
- Sustainability
- Weather

Working in the industry plus one stream focus area:

- Livestock health and welfare or
- Plant pests, diseases and disorders

### Competencies

*AHCWSH201*

Participate in work health and safety processes.

*AHCWRK204*

Work effectively in the industry.

*AHCWRK209*

Participate in environmentally sustainable work practices.

\* There are an additional 15 elective competencies to complete.



**RTO**

Registered Training Organisation  
RTO No: 90413

## VET Visual Arts and Contemporary Craft

CUA31120 – Certificate III in Visual Arts

### About the Course

The Certificate III in Visual Arts is a way to begin your training as a visual artist. This qualification will equip you with the core skills needed to work in both the creative industries and in corporate settings. Creativity, critical thinking, visual communication and problem-solving will be some of the most desired attributes in the job market in the future. Through this course you will develop your skills to work across a number of visual arts mediums and gain the foundational knowledge needed to undertake further study in the visual arts field and other creative areas.

### Course Content

Visual Arts is organised around core and elective units. This includes developing drawing skills to communicate ideas, contributing to the health and safety of others, applying knowledge of history and theory to own arts practice, producing creative work, exploring the use of colour, producing ceramics, drawings, prints, sculpture, paintings, documenting the creative work process, and exploring and applying the creative design process to 2D forms.

### Work Placement

Work placement is not a mandatory part of this course.

### Career Opportunities

Students who complete this qualification will be able to apply a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge.

Job roles include:

- 2D/3D Art practitioner
- Painter (Visual Arts)
- Sculptor
- Printmaker
- Ceramicist
- Project-based work
- Arts and Media Professionals
- Ceramics studio assistant
- Art technician

## Benefits Towards HSC

This course counts as two units in Preliminary and two units towards the HSC. Visual Arts and Contemporary Craft HSC VET courses count as Board Endorsed unit credit for the HSC but do not contribute towards an Australian Tertiary Admission Rank (ATAR).

## Competencies

*BSBWHS201*

Contribute to health and safety of self and others.

*CUAACD201*

Develop drawing skills to communicate ideas.

*CUAPPR301*

Produce creative work.

*CUARES301*

Apply knowledge of history and theory to own arts practice.

*BSBDES301*

Explore the use of colour.

*BSBDES302*

Explore and apply the creative design process to 2D forms.

*CUACER301*

Produce ceramics.

*CUADRA301*

Produce drawings.

*CUAPAI301*

Produce paintings.

*CUAPRI301*

Produce prints.

*CUASCU301*

Produce sculpture.

*CUAPPR302*

Document the creative work progress.



**RTO**

Registered Training Organisation  
RTO No: 90413

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# Smart Track



## SmartTrack

SmartTrack is a personalised HSC Pathway which prepares students for academic and industry pursuits in a practical way. Students who wish to complete a School-Based Traineeship are strongly encouraged enrol in SmartTrack as their pattern of study.

SmartTrack integrates the HSC, Certificate III in Business and Industry Placement while students explore, engage and empower entrepreneurial knowledge and practical skills.

SmartTrack runs a flexible HSC timetable for 4 days each week engaging a blended learning timetable of lectures, tutorials and independent learning. A full day of Industry Placement is pursued.

Allocated teaching times will focus on delivering the NESA outcomes and providing a “future skills” approach to targeted education and micro-credentials.

Students will be assigned independent learning time to utilise iLearn, the online learning platform, and other resources where they will link research with real case studies.

## HSC Pathway

SmartTrack students will be in a specialised cohort spanning over both the preliminary and HSC school years. The successful completion of all units in this pathway is required for students to achieve their Higher School Certificate.

In Year 11, students will complete English Studies (2 units), Work Studies (2 Units) and Standard Maths (2 units) as well as BSB30120 Certificate III in Business (2 units). Students commence **two** additional Board-Developed Vocational Education Training Courses (2 Units per course) of their choosing, this may include:

- Certificate II in Automotive Vocational Preparation (AUR20716)
- Certificate II in Construction (CPC20111)
- Certificate II in Electrotechnology (UEE22011)
- Certificate II in Hospitality (SIT20316)
- Certificate II in Primary Industries (AHC20116)
- Certificate III in Visual Arts (CUA31115)

Students are encouraged to choose a course which specialises in an area of interest and connected to their Industry Placement.



## Industry Placement

Students will work one day each week in local businesses in either a School-Based Traineeship or Casual job to learn firsthand from business professionals how to gain real world skills and experience in an industry.

