

# Illawarra Sports High School



## SENIOR PROSPECTUS

Year 11 - 2026

Year 12 - 2027



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# Principal's Message

Dear Year 10 students,

This Prospectus has been designed to give you information about all courses that Illawarra Sports High School is offering for the 2027 HSC.

ISHS staff have carefully considered a variety of options for students to achieve their HSC in different ways. We are proud to offer a wide range of courses that cater to a wide variety of interests and abilities.

It is important to know that your nominations and preferences will determine which subjects will actually run for Year 11. We would like to run as many courses as possible, but always need to balance this with staffing limitations.

Please take some time to talk to school staff about subjects you're considering for 2026. In this Prospectus, each subject has at least one "Course Advisor" listed. In addition, it's a good idea to talk to other staff who you trust, so that you can think about your study load as a whole.

Parents and carers are also welcome to contact the school if they have any questions about the subject selection process.

It is very exciting to be working with you to plan the next two years of your learning as you move towards your careers as adults.

Mrs Kerrie Powell

Principal

***Mrs Kerrie Powell***

***Principal***



## Introduction

The Higher School Certificate (HSC) is the highest educational award you can gain in NSW schools. It is an internationally recognised qualification that provides a strong foundation, whether you wish to pursue tertiary study, vocational training or employment.

The HSC courses begin in Year 11 (*known as “Preliminary”*), so it is important to make sure you’re in a good study routine from the very beginning of the year. These courses are more demanding than in the junior high school years. **You will need to take responsibility for your own learning** (with teachers’ guidance) and have good work habits both in the classroom and during home study. In the end, final HSC results usually reflect the amount and quality of effort that students put towards their studies.

This Prospectus has been designed to give you information to help you to make an **informed choice** about which subjects you would like to consider as part of earning your HSC at Illawarra Sports High School.

## HSC Requirements

The subject-based requirements for completing the HSC have been summarised in this table:

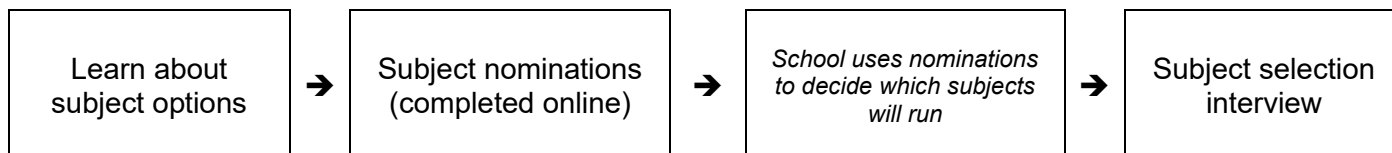
Note: Most courses are 2 units. Extension courses are 1 unit each.

	HSC	ATAR
Minimum Year 11 subjects	12 units	12 units
Minimum Year 12 subjects	10 units	10 units
Minimum “examinable” subjects ( <i>i.e. with HSC exam</i> )	6 units	10 units
* Mandatory: 2 units of English		
* Maximum of 7 units of Science subjects		
* You must successfully complete the Preliminary (Yr 11) course before studying that subject for Year 12		

See below for further information about ATAR.

There are additional requirements to qualify for the HSC, including Life Ready, HSC Minimum Standards and “All My Own Work”. You will be given opportunities to complete these requirements over the next two years.

## The Subject Selection Process



## Things to Consider *Before* Nominating Subjects

- Identify career goals
- Identify future study goals – e.g. Some courses might expect knowledge of particular HSC subjects
- Make an appointment with the Careers Advisor to discuss these goals
- “Even if you don’t have any clear goals, what *general* area of work / industry appeals to you?”
- Discuss course options with staff, especially staff who know the subjects well.

## Our Advice for Subject Nominations and Selections

You SHOULD nominate and select subjects based on:

- **Your interests** – If you have an interest in the subject area, then you are more likely to succeed. You will need to be motivated to complete significant study – especially for subjects with major works!
- **Your abilities** – We want you to be successful in your senior courses. Your performance in Years 7-10 would be an indication of what courses may be achievable for you. We encourage you to be realistic with yourself. For example, if you have struggled in Maths, then you should definitely not select Mathematics Extension 1. Similarly, if you have excelled in English, then you may find you would be bored in English Studies.
- **Your future** – We want you to be able to reach your after-school goals once you've finished your HSC. Take some time to research and confirm what you need to achieve these goals.

We strongly advise that you DON'T choose subjects based on:

- **Your friends' choices** – You still need to do the coursework yourself!
- **Teacher preferences** – School staffing could change at any time – there are no guarantees.
- **“Easy” subjects** – Every subject needs actual work, including written classwork and major assessment tasks. Study will only become easier through your own effort, ability and interest.
- **Rumours** – You might hear that certain subjects “scale better”, or that subjects are “designed for one gender”. Rumours like these are usually either false or only applicable to a small minority of cases.

**Short version:** You should nominate and select subjects based on yourself, not anyone else!

## Course Categories

Illawarra Sports High School offers three categories of courses:

- **Board Developed Courses** include the majority of subjects offered at Illawarra Sports High School. They all have HSC exams, although the exam is optional for some courses.
- **Content Endorsed Courses** offer more variety to the curriculum. These courses do not have HSC exams and do not count towards an ATAR.
- **Vocational Education and Training (VET)** offers a TAFE-equivalent qualification as part of your normal study pattern. These courses are unique – Check the VET section of this Prospectus for more details – e.g. Some of these have an optional HSC exam, while others do not.

External courses (e.g. EVET, SBAT) may have other requirements – check these on application.

## Australian Tertiary Admissions Rank (ATAR)

The ATAR is a ranking system used by universities to compare Year 12 students from across the whole country, as high school graduates apply to start tertiary study in the following year.

Illawarra Sports High School supports all students to achieve an ATAR if they would like to do so. However, please note that you are not required to gain an ATAR to complete the HSC.

If a subject has an optional HSC exam, and you would like to have it contribute towards your ATAR, then you must sit that HSC exam as well as fulfilling all course requirements.



## Satisfactory Completion of Courses

At all times, it is the **student's responsibility** to make sure they are keeping up with their course requirements. The rules that schools use to determine course completion are set by the NSW Educational Standards Authority and can be found at: <https://curriculum.nsw.edu.au/ace-rules/ace4/course-completions>. Most importantly:

*A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:*

- a) followed the course developed or endorsed by NESA; and*
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- c) achieved some or all of the course outcomes.*

In general, a **genuine attempt** is needed for both classwork and assessment tasks, to meet the criteria above. There is no "minimum pass mark".

The easiest way to complete courses is to have the following work habits:

- Attend lessons regularly
- Read the course information so that you're aware of requirements
- Complete classwork every lesson
- Revise classwork regularly
- Make an effort to catch up on missed work
- Plan your assessment tasks so that they are completed on time
- Ask for advice from course teachers if you're not sure what you need to do

## Talented Sports Development Program (TSDP)

Students involved with TSDP will train on one afternoon per week (Periods 5-6) and one morning per week (Period 0). All TSDP students are expected to attend classes unless there is a special event (e.g. game day).

# **BOARD DEVELOPED COURSES**

# English Studies

**2 Units each for Year 11 and Year 12**

## **Board Developed Course**

**Exclusions:** English Life Skills, English Advanced; English Standard; English EAL/D, English Extension (1&2).

### **Course Description:**

English Studies supports students to refine their skills, knowledge and understanding in English and consolidate their literacy skills to enhance their personal, social, educational and vocational lives. There is no compulsory HSC external examination in English Studies. Students may choose to sit an optional HSC examination.

### **Year 11 English Studies course:**

- students complete 120 indicative hours
- students study the mandatory module, *Reading to Write: Transition to English Studies*
- students complete the mandatory module as the first unit of work
- students complete an additional 2–3 elective focus areas

### **Year 12 English Studies course:**

- students complete a Year 11 English course as a prerequisite
- students complete 120 indicative hours
- complete the mandatory modules – *Narrative and Human Experience* and *Writing for Purpose*
- students complete an additional 2 focus areas.

### **ATAR**

English Studies students who are seeking an ATAR will be required to sit the HSC examination.

Further details are available at the NESA website: <http://syllabus.nesa.nsw.edu.au/english/>

**Course Advisor: Mrs. C Norden**

# English Standard

2 units each for Year 11 and Year 12

## Board Developed Course

**Exclusions:** English Life Skills, English Studies, English Advanced; English EAL/D, English Extension (1&2).

### Course Description:

English Standard supports a range of approaches to interacting with texts so that students become flexible and critical thinkers. Students further develop skills in literacy and independent, collaborative and reflective learning.

### Year 11 English Standard Student Requirements:

- complete 120 indicative hours
- complete *Reading to Write: Transition to English Standard* as the first unit of learning
- complete *Contemporary Possibilities* and *Close Study of Literature*

### Year 11 English Standard Course Requirements:

- Students are required to study ONE complex multimodal or digital text in *Contemporary Possibilities*. This may include the study of film.
- Students are required to study ONE substantial literary print text in *Close Study of Literature*.

### Year 12 English Standard Student Requirements:

- Complete the Year 11 English Standard or English Advanced course as a prerequisite
- Complete 120 indicative hours
- Complete *Text and Human Experience* as the first unit of work
- Complete: *Language, Identity and Culture*, *Close Study of Literature* and *The Craft of Writing*.

### Year 12 English Standard Course Requirements:

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

- prose fiction
- poetry
- drama or film or media or non-fiction

Further details are available at the NESA website: <http://syllabus.nesa.nsw.edu.au/english>

**Course Advisor: Mrs. C Norden**

# English Advanced

**2 units each for Year 11 and Year 12**

## ***Board Developed Course***

**Exclusions:** English Life Skills, English Studies, English Standard, English EAL/D

### **Course Description:**

English Advanced provides students the opportunity to refine their understanding of the dynamic relationship between language, texts and meaning through critical study, and the skilful and creative use of language, forms, language features, and structures of texts composed for different purposes in a range of different contexts.

### **Year 11 English Advanced Student Requirements:**

- complete 120 indicative hours
- complete *Reading to Write: Transition to English Advanced*
- complete *Narratives that Shape Our World* and *Critical Study of Literature*

### **Year 11 English Advanced Course Requirements:**

- Students must experience a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

### **Year 12 English Advanced Student Requirements:**

- complete the Year 11 English Advanced course as a prerequisite
- complete 120 indicative hours
- complete *Texts and Human Experiences* as the first unit of work
- complete *Textual Conversations*, *Critical Study of Literature* and *The Craft of Writing*

### **Year 12 English Advanced Course Requirements:**

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

- Shakespearean drama
- Prose fiction
- Poetry
- Drama or nonfiction or film or media

Further details are available at the NESA website: <http://syllabus.nesa.nsw.edu.au/english>

**Course Advisor: Mrs. C Norden**

# English Extension

1 unit each for Year 11 and Year 12

## Board Developed Course

**Exclusions:** English Life Skills, English Studies, English Standard, English EAL/D

**Co-requisite:** English Advanced

## Course Description:

English Extension provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts.

## Year 11 English Extension Student Requirements

- complete 60 indicative hours
- undertake *Texts, Culture and Value* as the first unit of work
- undertake a Related Research Project

## Year 11 English Extension Course Requirements

- Teachers prescribe ONE text from the past and its manifestations in one or more recent contexts
- Students select ONE text and its manifestations in one or more recent contexts. Students research a range of texts as part of their Related Research Project.

## Year 12 English Extension 1 Student Requirements

- Complete the Year 11 English Extension course as a prerequisite
- Compete 60 indicative hours
- Undertake *Literary Worlds* and ONE elective option.

## Year 12 English Extension 1 Course Requirements

- The study of THREE prescribed texts must be selected from one elective, including at least TWO extended print texts, which may include poetry.
- Students are required to study one related text for their elective.

## Year 12 English Extension 2 Student Requirements

- Be undertaking study of the Year 12 English Extension 1 course
- Complete 60 indicative hours
- Undertake *Author and Authority* concurrently, including one author study
- Complete a major work
- Document coursework in a Major Work Journal

## Year 12 English Extension 2 Course Requirements

- As part of *Author and Authority* and the associated author study, students undertake an extensive, independent investigation involving a range of complex texts
- For the Major Work, the selection of texts will depend on the form of Major Work and be appropriate to the purpose, audience and context of the composition.

Further details are available at the NESA website: <http://syllabus.nesa.nsw.edu.au/english>

**Course Advisor: Mrs. C Norden**

# Aboriginal Studies

**2 Units each for Year 11 and Year 12**

***Board Developed Course***

**Exclusions:** None

## **Course Description:**

Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of 'shared histories'.

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal and Torres Strait Islander peoples.

Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

An understanding of Aboriginal histories and cultures are fundamental to the development of a united Australian identity. Aboriginal Studies acknowledges and celebrates the contribution of Aboriginal cultures and communities to Australian society. Students will engage in firsthand research to learn about Aboriginal and Torres Strait Islander peoples, cultures, knowledge and histories.

Aboriginal Studies seeks to provide a body of knowledge that is both accurate and unbiased. The course will provide students with ways of detecting and analysing bias in representations of Aboriginal and Torres Strait peoples.

Aboriginal Studies is a unique experience for both Aboriginal and Torres Strait Islander students and non-Aboriginal students. Aboriginal and Torres Strait Islander students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of reconciliation.

## **Main Topics Covered:**

### **Year 11:**

- Part I – Aboriginality and the Land
- Part II – Heritage and Identity
- Part III – International Indigenous Community
- Part IV – Local Community Case Study

### **Year 12:**

- Part I — Social Justice and Human Rights Issues
- Part II — Aboriginality and the Land
- Part III — Major Project

**Particular Course Requirements:** Students complete a major project during the HSC course.

**Course Advisors:** Miss M Todd, Miss L Morton

# Ancient History

**2 Units each for Year 11 and Year 12**

***Board Developed Course***

**Exclusions:** None

## Course Description:

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

## Main Topics Covered

### Year 11 Course

- Investigating Ancient History
  - The Nature of Ancient History
  - Case Studies
    - ONE case study **must** be from Egypt, Greece, Rome or Celtic Europe.
    - ONE case study **must** be from the Near East, Asia, the Americas or Australia.
- Features of Ancient Societies
- Historical Investigation

### Year 12 Course

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their Times
- Historical Periods

## Particular Course Requirements:

Students complete a Historical Investigation during the Preliminary Course.

**Course Advisors: Mrs C Norden, Mr A Melville, Mr M Owen**



# Biology

## 2 Units each for Year 11 and Year 12

### *Board Developed Course*

#### **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.

#### **Main Topics Covered:**

##### **Year 11 Course**

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

##### **Year 12 Course**

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

**Depth Studies:** At least one depth study must be included in both Year 11 and Year 12.

This is an investigation/activity that the student completes individually or collaboratively and allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in biology.

**Course Advisors:** Mr. D Naumovski, Ms. A Rouse, Mr. N O'Hara, Mr. A Love

# Business Studies

**2 Units each for Year 11 and Year 12**

***Board Developed Course***

**Exclusions:** None

## **Course Description:**

Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment.

Business activity is a feature of everyone's life. 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 much of their quality of life.

As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning 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 and lays an excellent foundation for students either in tertiary study or in future employment.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Students also investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

## **Main topics Covered:**

### **Year 11 Course**

- Nature of Business
- Business Management
- Business Planning

### **Year 12 Course**

- Operations
- Marketing
- Finance
- Human Resources

**Course Advisors: Mr M Gannon, Mrs C Lucas. Mr N Ganino**

# Chemistry

**2 Units each for Year 11 and Year 12**

***Board Developed Course***

## **Course Description:**

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

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.

## **Main Topics Covered:**

### **Year 11 Course**

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

### **Year 12 Course**

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas

**Depth Studies:** At least one depth study must be included in both Year 11 and Year 12.

This is an investigation/activity that the student completes individually or collaboratively and allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in chemistry.

**Course Advisor:** Mrs. M Thomas, Mr N O'Hara

# Community and Family Studies

**2 Units each for Year 11 and Year 12**

***Board Developed Course***

**Exclusions:** None

## **Course Description:**

Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

## **Year 11 Course**

- **Resource Management**  
Basic concepts of the resource management process. (Indicative course time: 20%)
- **Individuals and Groups**  
The individual's roles, relationships and tasks within groups. (Indicative course time: 40%)
- **Families and Communities**  
Family structures and functions and the interaction between family and community. (Indicative course time: 40%)

## **Year 12 Course**

- **Resource Methodology:** Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)
- **Groups in Context.** The needs of specific community groups. (Indicative course time: 25%)
- **Parenting and Caring.** Individuals and groups who adopt roles in parenting and caring in contemporary society. (indicative course time: 25%)

**Year 12 Option Modules** Select one of the following. (Indicative course time: 25%):

- **Family and Societal Interactions:** How government and community structures support and protect family members throughout the life span.
- **Social Impact of Technology:** The impact of evolving technologies on individuals, families, work and communities.
- **Individuals and Work:** Contemporary issues confronting families as they manage their roles within both their family and work environments.

## **Particular Course Requirements:**

As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

**Course Advisor: Mrs. T Wale**

# Earth and Environmental Science

2 units each for Year 11 and Year 12

**Board Developed Course**

## 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.

## Main Topics Covered:

### Year 11 Course

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

### Year 12 Course

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

**Depth Studies:** At least one depth study must be included in both Year 11 and Year 12.

This is an investigation/activity that the student completes individually or collaboratively and allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in earth and environmental science.

**Course Advisors:** Mr. A Love, Mr. W Murton

# Food Technology

**2 units each for Year 11 and Year 12**

***Board Developed Course***

**Exclusions:** None

## **Course Description:**

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

## **Main Topics Covered:**

### **Year 11 Course**

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

### **Year 12 Course**

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

## **Particular Course Requirements:**

There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course.

In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learning to' section of each strand.

**Course Fees:** \$25.00 per term

**Course Advisor:** Mrs. J Jarman

# Geography

**2 units each for Year 11 and Year 12**

***Board Developed Course***

**Exclusions:** None

## **Course Description:**

Geography is the study of places, people and environments, and their interrelationships, and integrates knowledge from the natural sciences, social sciences and humanities. It develops student's sense of curiosity about the places, environments and cultures that make up our world, enabling them to be more attuned to its diversity and complexity. Geography promotes understanding of the role of natural systems and human activity in shaping the world and how they may vary from place to place.

Integral to the discipline of Geography is the investigation of spatial patterns and distributions across the Earth's surface, at varying scales of study. Geography considers how different processes and influences interact to form and transform particular places, environments, and natural and human phenomena. It involves inquiry into the ways in which people, places and environments are interdependent, and the nature, rate and extent of change that is shaping our world. It has a critical role to play in proposing options and evaluating responses to contemporary challenges, many of which are increasingly global, to inform effective long-term management.

Geography provides students with the opportunity to investigate the sustainable environmental, management practices of communities, including those of Aboriginal and Torres Strait Island Peoples, and other Indigenous Peoples. These sustainable practices have been developed and implemented with an understanding of the need for the interdependence of natural systems and people.

The study of Geography requires students to understand and apply geographical tools and the concepts of place, space, environment, interconnection, scale, sustainability and change, to make sense of their world. As a discipline, Geography values inquiry methods, ethical practices, critical analysis, reasoning, statistical literacy, holistic thinking, consideration of context, and spatial awareness. Fieldwork, in all its various forms, is central to geographical inquiry as it enables students to develop their understanding of the world through direct experience.

## **Main Topics Covered:**

### **Year 11 Course**

- Earth's Natural Systems
- People, Patterns and Processes
- Human Environment Interactions
- Geographical Investigation

### **Year 12 Course**

- Global Sustainability
- Rural and Urban Places
- Ecosystems and Global Diversity

## **Particular Course Requirements:**

Students complete a 'Senior Geography Project (SGP) in the Preliminary course and undertake 10 hours of fieldwork in both the Preliminary and HSC courses.

**Course Advisor: Mr. M Owen**

# Health and Movement Science

**2 units each for Year 11 and Year 12 Board Developed Course**

**Exclusions:** None

## Course Description:

The Year 11 and 12 course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of health and movement concepts. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content.

Students will undertake a collaborative investigation and a minimum two depth studies in Year 11 and a minimum of two depth studies in Year 12.

Collaborative Investigations provide opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers, and decision-makers.

Depth Studies provide students with opportunities to develop, consolidate or apply a depth of understanding of health and movement concepts.

## Main Topics Covered:

### Year 11 Course

- Health for individuals and communities - 40 indicative hours
- The body and mind in motion - 40 indicative hours
- Collaborative investigation - 20 indicative hours
- Depth studies - 20 indicative hours

**Collaborative Investigation:** a minimum of ONE collaborative investigation is included.

**Depth Studies:** a minimum of TWO depth studies are included.

### Year 12 Course

- Health in an Australian and global context - 45 indicative hours
- Training for improved performance - 45 indicative hours
- Depth Studies - 30 indicative hours

**Depth Studies:** a minimum of TWO depth studies are included.

**Particular Course Requirements:** Excursions to the University of Wollongong and Killalea State Park are incorporated into the Year 11 course.

*\* Indicative hours are the number of hours of study that students would typically need to achieve the standards described in the syllabus.*

**Course Advisor: Mr. B Kelly**



## History Extension (*Information ONLY*)

1 unit for Year 12 only – begins in Term 4 of Year 11

**Board Developed Course**

**Co-requisite:** Must be studying Ancient History or Modern History

### Course Description:

The *History Extension Syllabus* focuses on the nature of history as a discipline and how and why differing historical interpretations have been produced. It requires students to critically examine how history is constructed and analyse the role of historians and other producers of history in this process. This involves a close examination of a range of historical works, considering how context, methodology and purpose have shaped their development. Students explore historiographical ideas through the works of historians, writers and others involved in the practice of history in different eras.

History Extension appeals to students who appreciate the intellectual rigour and challenge of historical debate and the construction and defence of a position through reasoned and cohesive argument. The course requires students to engage with complex historiographical ideas, methodologies and sources. It encourages them to communicate perceptive, sustained and coherent arguments about the nature and construction of history. Students work independently in researching and applying their historiographical understanding developed through the course to an individual project of personal interest.

The History Extension course is designed to enhance the development of critical and reflective thinking and research skills which are essential for effective participation in further learning, including tertiary study, work and the broader community. It fosters students' ability to approach complex tasks flexibly, analyse and synthesise information from a range of sources and contexts, explore a range of perspectives, develop considered responses, work independently, and reflect on the methodologies with which they engage.

### Main Topics Covered:

- Historiographical skills
- What is history?
- Who are the producers of history in different eras?
- How has history been constructed, recorded and presented in different eras?
- Why have approaches to history changed in different eras?

**Course Advisors: Mr. M Owen, Mrs. C Norden, Mr. A Melville**

# Industrial Technology – Timber Products and Furniture / Multimedia

2 units each for Year 11 and Year 12

## **Board Developed Course**

**Exclusions:** None

**Note:** Students choose EITHER “Timber Products and Furniture” OR “Multimedia”

## **Course Description:**

Industrial Technology Stage 6 consists of project work and an Industry Study that develops a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

## **Main Topics Covered:**

### **Year 11 Course**

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

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

### **Year 12 Course**

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

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

## **Particular Course Requirements:**

In the Preliminary course, students must design, develop and construct a number of projects and a management portfolio (at least one group project). Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management portfolio. They also undertake a study of the overall industry related to the specific focus area.

**Course Fees: Timber:** Year 11 - \$100.00, Year 12 - \$100 for consumables.

**Multimedia:** Year 11 - \$ Nil, Year 12 - \$30.00

Cost of Major Project is funded by student.

**Course Advisor: Mr. P Davies, Miss J Adamson**

# Legal Studies

**2 units each for Year 11 and Year 12**

**Board Developed Course**

**Exclusions:** None

## Course Description:

Legal Studies develops 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. Students of Legal Studies will develop an understanding of legal concepts and the way the law functions in our society. The syllabus 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. The Legal Studies course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

The Preliminary course develops an understanding of the nature and functions of law and investigate the way in which the law impacts on individuals. The study of two contemporary issues illustrates how the law operates in practice.

## The Year 11 course

- Investigates criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.
- Investigates human rights and assess the extent to which the legal system embodies and promotes them in practice.
- Two options provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.

## The structure of Legal Studies

### Year 11 Course

- Core Part I: The Legal System
- Core Part II: The Individual and the Law
- Core Part III: Law in Practice

### Year 12 Course

- Core Part I: Crime
- Core Part II: Human Rights
- Core Part III: Options

Two options that may be chosen are *Family* and *World Order*.

**Course Advisors: Miss B Mills and Mrs. C Lucas**

## Mathematics Standard

**2 units each for Year 11 and Year 12** (either Mathematics Standard 1 or 2 in Year 12)

### ***Board Developed Course***

**Pre-requisite:** This course assumes that students have been successful in Year 9-10 Mathematics

**Exclusions:** Numeracy CEC, Mathematics Advanced, Mathematics Extension (1 & 2)

### **Course Description**

The Mathematics Standard courses focus on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics.

The Year 11 course is undertaken by all students intending to study either the Year 12 Mathematics Standard 1 course or the Year 12 Mathematics Standard 2 course.

Mathematics Standard 1 provides opportunities for students to build confidence and make mathematics meaningful. Students develop their mathematical knowledge and understanding through applying and modelling to prepare for post-school employment or further training.

Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking by examining more complex content, and through applications and modelling.

### **Course Structure:**

The five areas of study, in both Year 11 and Year 12, are:

- Algebra
- Financial mathematics
- Measurement
- Networks
- Statistics

### **Assessment Requirements**

Formal assessment tasks are completed through a combination of examination-style tasks and investigation tasks.

### **HSC Examination Requirements**

The HSC examination is compulsory for Mathematics Standard 2.

The HSC examination is optional for Mathematics Standard 1. This exam must be taken by any students who wish for Mathematics Standard 1 to contribute towards their ATAR.

**Course Advisors: Mr. M Fitzhenry, Mr. G Latimer**

# Mathematics Advanced

2 units each for Year 11 and Year 12

## Board Developed Course

**Pre-requisite:** This course assumes that students have been highly successful in Year 9-10 Mathematics, including studying the content from Pathway outcomes

**Exclusions:** Mathematics Standard, Numeracy CEC

## Course Description

Mathematics Advanced 11–12 focuses on mathematical ways of viewing the world to investigate concepts, such as order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to explore mathematical problems through observation, reflection and reasoning.

Through the study of Mathematics Advanced 11–12, students:

- develop knowledge, understanding and skills in Working mathematically and communicating concisely and precisely
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling
- gain an appropriate mathematical background for future pathways which involve mathematics and its applications at the tertiary level.

## Course Structure:

### Year 11

- Functions
  - Working with functions
  - Graph transformations
- Trigonometric functions
  - Trigonometry and measure of angles
  - Trigonometric identities and equations
- Calculus
  - Introduction to differentiation
- Exponential and logarithmic functions
- Statistical analysis
  - Probability and data

### Year 12

- Functions
  - Further transformations and modelling
- Sequences and series
- Calculus
  - Differential calculus
  - Integral calculus
  - Applications of calculus
- Statistical analysis
  - Random variables
- Financial mathematics

**Course Advisors: Mr. M Fitzhenry, Mr. G Latimer**

# Mathematics Extension 1

1 unit each for Year 11 and Year 12

**Board Developed Course**

**Co-requisite:** Mathematics Advanced

**Exclusions:** Mathematics Standard, Numeracy CEC

## Course Description:

Mathematics Extension 1 focuses on the development of students' mathematical arguments and proofs, and use of mathematical models. The course allows students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced 11–12 course.

Through the study of Mathematics Extension 1, students:

- develop thorough knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely
- develop rigorous mathematical arguments and proofs, and use mathematical models extensively
- develop awareness of the interconnected nature of mathematics, its beauty and its functionality
- gain an appropriate mathematical background for future pathways that may involve mathematics and its applications.

## Course Structure:

### Year 11

- Functions
  - Further work with functions
  - Polynomials
- Trigonometric functions
  - Further trigonometry
- Combinatorics
  - Permutations and combinations
  - The binomial theorem

### Year 12

- Proof
  - Mathematical induction
- Vectors
  - Introduction to vectors
- Trigonometric functions
  - Inverse trigonometric functions
- Calculus
  - Further calculus skills
  - Further applications of calculus
- Financial mathematics
  - The binomial distribution

## Notes:

- Mathematics Extension 1 is usually taught outside the regular timetable. The timing of these lessons will be negotiated between the students and the course teacher.
- Students considering studying Mathematics Extension 2 (*running Year 12 only, beginning Term 4 of Year 11*) are invited to discuss this with the Mathematics Faculty.

**Course Advisors: Mr. M Fitzhenry, Mr. G Latimer**

# Modern History

2 units each for Year 11 and Year 12

**Board Developed Course**

**Exclusions: None**

## Course Description:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. It enables students to acquire knowledge and to understand how knowledge is constructed. Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them.

## Main Topics Covered

### Year 11 Course

- Investigating Modern History
  - The Nature of Modern History
  - Case Studies Historical Investigation
    - ONE case study **must** be from Europe, North America or Australia.
    - ONE case study **must** be from Asia, the Pacific, Africa, the Middle East or Central/South America.
  - The Shaping of the Modern World

### Year 12 Course

- Core Study: Power and Authority in the Modern World 1919–1946
- National Studies
- Peace and Conflict
- Change in the Modern World

## Particular Course Requirements:

Students complete a Historical Investigation during the Preliminary Course.

**Course Advisors: Mr. A Melville, Mr M Gannon, Mr M Owen**

# Music 1

2 units each for Year 11 and Year 12

## **Board Developed Course**

**Prerequisites:** Nil

**Exclusions:** Music 2

## **Course Aim:**

The aim of Music 1 Stage 6 is to provide students with the opportunities to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

## **Course Candidature**

Music 1 caters for students who have diverse musical backgrounds and musical interests, including those with an interest in popular music. It caters for students with a formal musical background as well as those with only informal experience. It recognises that students who have had no further involvement in Music beyond their introduction in the Stage 4 mandatory course will need to revisit elementary musical skills and understanding.

## **Course Description**

Music 1 assumes no prior knowledge of musical notation beyond the basic introduction in the Stage 4 mandatory course and the Stage 5 elective course. Students in Music 1 range from those with beginner instrumental and/or vocal skills to those with highly developed performance skills in a variety of musical styles including contemporary/popular music

In Music 1, students will study:

- The concepts of music
- Performance, composition, musicology and aural lessons
- A range of styles, periods and genres

## **Preliminary Course**

Students will study at least THREE topics from a prescribed list covering a range of styles, periods and genres.

## **HSC Course:**

Students will study at least THREE topics from a prescribed list covering a range of styles, periods and genres.

The topics must be:

**Either** - THREE topics which are different from those studied in the Preliminary course

**OR** - TWO topics which are different from those studied in the Preliminary course and ONE topic from the Preliminary course which shows greater depth of understanding, explores new repertoire and includes a comparative study.

Further details are available at the NESA website;

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

**Course Advisor: Miss J Boyle**



# Physics

**2 units each for Year 11 and Year 12**

***Board Developed Course***

## **Course Description:**

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.

## **Main Topics Covered:**

### **Year 11 Course**

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

### **Year 12 Course**

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

**Depth Studies:** At least one depth study must be included in both Year 11 and Year 12.

This is an investigation/activity that the student completes individually or collaboratively and allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in physics.

**Course Advisors: Mrs. K Storey, Mr. M Smallman**

## Science Extension (*Information ONLY*)

**1 unit for Year 12 only – begins in Term 4 of Year 11**

### **Board Developed Course**

**Co-requisite:** At least one of Biology, Chemistry, Earth and Environmental Science, or Physics

### **Course Description:**

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Students interrogate and refine their ideas of and about science through analysing historic and cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

### **Main Topics Covered:**

#### **Year 12 Course**

The Foundations of Scientific Thinking

The Scientific Research Proposal

The Data, Evidence and Decisions

The Scientific Research Report

Prerequisite courses for entry into Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

### **Scientific Research Project**

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report and Portfolio produced in this course may be an extension of, but must not overlap with or significantly duplicate, any depth study attempted in the Year 11 or Year 12 Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics courses.

**Course Advisor: Mrs. M Thomas**

# Society and Culture

**2 Units each for Year 11 and Year 12**

***Board Developed Course***

**Exclusions:** None

## Course Description

Society and Culture draws on concepts and social research methodologies from psychology, philosophy, media studies, anthropology, cultural studies, communication, social ecology and sociology.

Society and Culture has direct relevance to students enabling them to develop understanding of themselves, their own society and culture and the societies and cultures of others.

Students are provided with the necessary concepts, skills, knowledge and competencies to encourage independent thinking that may be used to explain patterns of behaviour, solve problems and actively contribute to society.

Society and Culture

- provides students with the skills to critically analyse viewpoints about people, religions, societies, cultures and environments, and their interactions across time.
- promotes an awareness of power and authority, gender, technology
- facilitates intercultural understanding.

The emphasis on individual study and group work encourages students to manage their own learning, as well as providing experience of working within teams. Students will develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

## Main Topics Covered:

### Year 11 Course

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

### Year 12 Course

Core:

- The Personal Interest Project
- Social and Cultural Continuity and Change

Depth Studies - Two to be chosen from:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Non-conformity

**Particular Course Requirements:** Students complete a 'Personal Interest Project' (PIP) during the HSC Course

**Course Advisor:** Miss T Arevalo, Miss L Morton, Mr M Owen

# Visual Arts

**2 units each for Year 11 and Year 12**

## **Board Developed Course**

### **Course Description:**

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the HSC course that reflects students' knowledge and understanding of art practices and demonstrates their ability to resolve a conceptually strong work.

Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

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

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

### **Main Topics Covered:**

#### **Year 11 Course learning opportunities focus on:**

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the art world
- The frames and how students might develop their own informed points of view
- How students may develop meaning, focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

#### **Year 12 Course learning opportunities focus on:**

- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the art world

### **Particular Course Requirements:**

#### **Year 11 Course**

- Artworks are completed in at least 2 forms and documented in the VAPD
- A broad investigation of ideas in art criticism and art history is completed
- Visual Arts Process Diary and all additional practical work constitutes 50% of the course
- Written class work and examinations comprise the other 50%

#### **Year 12 Course**

- Development of a body of work and use of a process diary constitutes 50% of course
- A minimum of 5 Case Studies (4-10 hours each) are to be studied
- Assignments, essays and short answer tasks are compulsory
- Deeper and more complex investigations of ideas in art criticism and art history feature in the HSC year

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

- Ceramics- Visual Arts HSC Ceramics Body of Work (not allowed for the HSC)
- Furnishing - the Furnishing Integrated project(s) cannot be used as a Body of Work
- Photography - Visual Arts HSC Photography Body of Work (not allowed if studying Photography)
- Visual Design - Products developed cannot be used as a Body of Work in Visual Arts

**Fees:** Year 11 - \$50.00; Year 12 - \$50.00; plus costs of Body of Work

**Course Advisor:** Mrs L Bennett

# **VOCATIONAL EDUCATION & TRAINING (VET) COURSES**



## Stage 6 School Delivered Vocational Education and Training (VET) Courses

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

Stage 6 VET courses allow students to gain both their HSC and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

NSW Department of Education RTO is accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them for the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who achieve competency will possess the skills and knowledge to perform workplace activities across various situations and environments, meeting industry standards.

Assessment materials are designed to give each learner the opportunity to meet the qualification outcomes. Students will receive documentation that lists all competencies they have achieved.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

### Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

### Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

Students are encouraged to speak with the VET Coordinator, VET Teacher, Year Adviser, or Careers Adviser before selecting a course. This will ensure they understand the requirements and that the course aligns with their individual needs, knowledge, and skills.

# Construction VET

Course Advisors: Mr B Arnold, Miss J Adamson

NSW Department of Education

School Delivered  
VET courses



## Construction

This course provides an avenue for you to enter a range of trades in the construction industry or as a worker in the civil construction industry.

### Is this course right for me?

Construction is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship. It provides a pathway to the primary trades in the construction industry. The course includes the attainment of the white card qualification which is a requirement for entering a construction site.

### Where can this course take me?

The job roles that relate to this qualification may include:

- construction apprenticeships such as:
  - carpentry and joinery
  - civil construction
  - brick and block laying
  - wall and floor tiling
- trades or construction assistant

This course can lead to further study, such as:

- Certificate III Apprenticeships in the Construction Industry
- CPC40120 Certificate IV in Building and Construction

[education.nsw.gov.au](http://education.nsw.gov.au)

### Related subjects

- Industrial Technology
- Any Mathematics course
- Investigating Science
- Manufacturing Introduction

Credential Available	Full Certificate and Statement of Attainment
Course code/name	CPC20220 Certificate II in Construction Pathways (Full Certificate) and a statement of attainment towards CPC20120 Certificate II in Construction
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site: [www.education.nsw.gov.au/school-delivered-vet](http://www.education.nsw.gov.au/school-delivered-vet)





# Fitness VET

Course Advisors: Mr B Kelly, Mr L Campbell

NSW Department of Education

School Delivered  
VET courses



## Fitness

This course provides you with information about anatomy and physiology principles, planning, delivering and monitoring exercise programs and how to make healthy eating recommendations.

### Is this course right for me?

Fitness reflects 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. When instructing groups or interacting with clients, they use discretion and judgment to solve routine issues within the parameters of clearly defined organisational policies and procedures.

### Where can this course take me?

The job roles that relate to this qualification may include:

- fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

This course can lead to further study, such as:

- SIS40221 Certificate IV in Fitness
- SIS50321 Diploma of Sport
- SIS50122 Diploma of Sport, Aquatics and Recreation Management

[education.nsw.gov.au](http://education.nsw.gov.au)

### Related subjects

- PDHPE
- Biology
- Business Studies
- Sport, Lifestyle and Recreation

Credential Available	Statement of Attainment/ Full Certificate
Course code/name	SIS30321 Certificate III in Fitness
ATAR eligible	No
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site: [www.education.nsw.gov.au/school-delivered-vet](http://www.education.nsw.gov.au/school-delivered-vet)





# Hospitality VET

Course Advisors: Mrs J Jarman, Mrs C Dimilia

NSW Department of Education

School Delivered  
VET courses



## Hospitality

This course provides you with the skills and knowledge to work in a range of hospitality settings and will give you the skills to prepare a restaurant, serve customers, prepare beverages, and apply the principles of hygiene and food safety.

### Is this course right for me?

Hospitality reflects the role of individuals working in the Hospitality Industry, including customer service, food preparation and beverages. This course focuses on the skills and knowledge developed in 'front of House' service.

### Where can this course take me?

This course provides a pathway to work in:

- restaurants
- hotels
- catering operations
- clubs
- pubs
- cafes
- coffee shops

This course can lead to further study, such as:

- Certificate III Apprenticeships in the Hospitality Industry
- SIT30622 Certificate III in Hospitality
- SIT60422 Diploma in Hospitality Management

[education.nsw.gov.au](http://education.nsw.gov.au)

### Related subjects

- Food Technology
- Business Studies
- Business Services
- Retail Services

Credential Available	Full Certificate
Course code/name	SIT20322 Certificate II in Hospitality
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site: [www.education.nsw.gov.au/school-delivered-vet](http://www.education.nsw.gov.au/school-delivered-vet)



# **CONTENT ENDORSED COURSES**

# Marine Studies

**2 Units each for Year 11 and Year 12**

***Content Endorsed Course***

**Exclusions:** None

## Course Description:

The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as a resource, which can supply our needs virtually without limit or as convenient dumping ground for agricultural, industrial and domestic waste.

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources.

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

Students undertaking Marine Studies will:

- develop an awareness of the scope and diversity of marine ecosystems.
- measure the fundamental parameters which affect life in the marine environment.
- gain knowledge to assist with employment in marine related occupations.
- develop a sense of responsibility, respect and the need for wise management practices when dealing with marine resources.
- learn skills in marine awareness, resuscitation, first aid, fishing and snorkeling.
- hands on experiences and opportunities that may include whale watching, canoeing, boating, Maritime Museum and Aquarium visits and other local excursions.

Main topics covered:

- Marine safety and first aid
- Estuarine studies
- Fishing
- Dangerous marine creatures
- Snorkelling
- Sea Birds
- Marine communication

**Particular Course Requirements:** Students selecting this subject must be willing to:

- participate in practical activities
- engage in water-based activities including swimming
- Conduct independent and group research on areas of interest
- attend excursions

**Course Fees:** \$50.00 per year

**Course Advisors:** Mr. A Love, Mr. W Murton

# Numeracy CEC

**2 units each for Year 11 and 12**

**Content Endorsed Course (CEC)** – this course cannot contribute to the calculation of an ATAR

**Exclusions:** Mathematics Standard, Mathematics Advanced, Mathematics Extension (1 & 2)

## Course Description

The Numeracy CEC course is focused on building functional and practical skills including:

- Budgeting
- Earning and spending money
- Using probability in everyday situations
- Interpreting statistics in the media
- Understand plans and maps

We know that for a range of reasons, some students are disengaged from mathematics. They may not feel confident or see how these skills may apply to future work, life, studies or training. This course offers students the opportunity to develop the numeracy and mathematics skills required for everyday life after school.

## Course Structure and Requirements

Students learn in practical situations that develop Numerical Reasoning and Mathematical Thinking:

- Interpreting a situation
- Choosing information, strategies and skills
- Applying information, strategies and skills
- Reflecting on the situation as it is being resolved
- Communicating throughout the resolution of the situation

Topics include:

- Numeracy in personal and community contexts
- Numeracy in workplace and employment contexts
- Numeracy in education and training contexts

**Course Advisors: Mr. M Fitzhenry, Mr. G Latimer**

# Photography, Video and Digital Imaging

**2 Units each for Year 11 and Year 12**

## ***Content Endorsed Course***

Do you enjoy taking photos? Then this is the course for you. Photography and its products are an integral part of our lives. We view significant events in snapshots and on the television news; we study pictures that figure prominently in newspapers and holiday brochures; we see satellite photographs of cloud cover on television weather reports; we know the surface of Mars and the moons of Jupiter from computer-enhanced images transmitted across space; we take x-ray photographs of our interiors to a doctor for interpretation: we use photocopiers and printers as standard office equipment.

### **This course in Photography will allow students to:**

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

### **Students are expected to:**

- Meet \$40.00 of the fee commitment by week 4, term1. Once fees are paid, students are permitted access to the darkroom and all resources, including cameras, film, paper and digital technology.
- Complete all class work.

**Exclusions:** Visual Arts - Photography HSC submitted work

**Fees:**                \$120.00 Year 11 2-Unit/or pay by the Term (3 x \$40). This includes USB  
                              \$105.00 Year 12 2-Unit/or pay by the Term (3 x \$35)

**Course Advisor: Mrs. L Bennett**

# Sport, Lifestyle and Recreation Studies

## 2 Unit Course

### *Content Endorsed Course*

#### **Course Description:**

- Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision makers.
- This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course aims to:

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

**Course Advisor: Mr. B Kelly**

**EVET**  
**(External Vocational**  
**Education Training)**  
**and**  
**SCHOOL-BASED**  
**APPRENTICESHIPS**  
**& TRAINEESHIPS**

# **EVET (External Vocational Education Training) Courses**

## **Overview**

### **What is EVET?**

Externally delivered Vocational Education and Training (EVET) offers access to a broader range of Vocational Education and Training (VET) courses to students. Approved external providers, or Registered Training Organisations (RTO) offer VET courses that are not able to be delivered by the school, and this happens through the EVET program.

### **What is TVET?**

TAFE NSW are one the main providers of EVET courses and they refer to their courses as TAFE delivered Vocational Education and Training (TVET). There is no difference between EVET and TVET courses, simply that TAFE NSW use a different name.

### **What is the benefit of studying an EVET course?**

EVET offers pathways to students to further education and employment options as they gain work related skills and experience that is recognised and valued by employers. In addition to the theoretical training, many EVET courses require students to complete a mandatory work placement which gives them on-the-job experience.

### **How much does it cost?**

There are no training fees for an EVET course, they are funded by the Department of Education. There may be a small resource cost based on the selected course, such as safety boots.

### **Can an EVET course count as one of my school subjects?**

Most courses offered are Stage 6 (Years 11 and 12) courses. A limited range of courses may be available to students in Stage 5.

All courses contribute to the Record of Student Achievement (RoSA) or the Higher School Certificate (HSC), as well as lead to the award of a nationally recognised VET qualification. Some courses can also contribute towards a student's Australian Tertiary Admission Rank (ATAR) if they sit the optional HSC exam for that course.

### **What will be my qualification outcome?**

Not all courses provide a full qualification outcome. Depending on the course and your chosen pattern of study, you may achieve a full qualification, or you may achieve a Statement of Attainment towards a qualification. You will complete units of competencies of your chosen course. At the end of your studies, you will receive a transcript detailing the list of achieved competencies.

### **What are the requirements of an EVET course?**

EVET courses carry the same requirements as normal school courses. Attendance is mandatory unless prior consent is given. In case of illness, you should notify both your course teacher and your school. RTO requirements vary for each individual EVET course and will be clearly explained by the teacher at the start of your course.



## How are EVET courses delivered?

VET courses have the same NSW Education Standards Authority (NESA) requirements as other HSC courses. This means you will regularly attend classes run by the RTO, usually at their campus location, and complete the set assessments. Most courses take between one and two years to complete. The number of units studied in each year varies depending on the course delivery pattern, this may be:

1 unit over 1 year (1 x 1)

2 units over 1 year (2 x 1)

2 units over 2 years (2 x 2)

3 units over 1 year (3 x 1)

4 units over 1 year (4 x 1)

The delivery pattern will determine which courses can count towards an HSC or the ATAR.

## When do I attend class?

EVET class times are set by the RTO and do not usually align to a school timetable. Depending on the delivery mode, classes may require attendance on a weekly basis, for block periods of time, or have an online or connected classroom timetable. Class sessions may extend beyond school hours, including school holiday periods.

## How do I get to and from the RTO campus location?

Students are responsible for their own transport to and from the RTO campus location, which may be during the school day.

## What is work placement?

Work placement is a mandatory requirement for many EVET courses. It gives you the chance to apply the skills you've learned in a real industry setting, as well as pick up new ones "on the job."

Work placement will help you to:

- Gain insights into the kind of career you'd like to have
- Make informed decisions about further training and study
- Graduate job-ready and more employable

The RTO will support the coordination of your work placement opportunities alongside Illawarra Workplace Learning, who are contracted to engage host employers for this purpose.

Work placement may happen during the school term or during the Term 1, 2 or 3 school holidays, depending on student and employer availability.

## Who are the local RTOs for the Illawarra?

- TAFE NSW - Wollongong Campus, Foleys Lane, North Wollongong
- TAFE NSW - West Wollongong Campus, 36 Gladstone Ave, West Wollongong
- TAFE NSW - Yallah Campus, 138 Marshall Mount Rd, Marshall Mount
- TAFE NSW - Shellharbour Campus, 11 College Ave, Oak Flats
- The Illawarra ITeC Wollongong, 1-5 Miller St, Coniston
- Kiama Community College, 7/9 Railway Pde, Kiama
- South Coast Academy, Level 2 Lamerton Cres, Shellharbour City Centre

## What are the course delivery modes?



### Face-to-Face on Campus

Participation at a campus location, generally on a weekly basis



### Online

Flexible delivery with no classroom attendance. You will access the learning website to locate your learning resources and receive ongoing support from your EVET teacher



### Virtual

Teacher-led virtual classrooms at scheduled times via web-conferencing technology. Campus attendance may also be required for some practical units.



### Blended

A mix of online, virtual and face-to-face delivery



### Block Release

Self-paced study during school term or school holidays, with class sessions held at a campus location

## What support services are offered?

Flexibility and support are critical to ensuring the success of students. That's why each RTO will usually have a number of support teams and services available, including:

- Aboriginal student support
- Car parking on-site at selected locations for your safety and convenience
- Academic support teams
- Career counselling

## Can I get assistance if I have a disability?

Careful consideration will be given to the courses selected by students with a disability. The chosen course must be assessed as the most appropriate course for the student, and one that will provide successful vocational outcomes. The RTO will usually organise for you to be interviewed by a disability consultant, and your school will need to complete an additional form to ensure any necessary support requirements are considered at time of your placement.

## What are 'Access' courses?

Access courses are offered in addition to mainstream courses in a range of industry areas. They have a smaller class size and are often delivered at a slower pace, which may suit students with additional learning needs.

Which EVET courses are on offer?

The course guide for 2026 is available here:

The following courses are listed as being on offer:

- Aboriginal and/or Torres Strait Islander Cultural Arts
- Aboriginal Languages
- Aeroskills - Aviation Maintenance
- Animal Care
- Applied Digital Technologies
- Auslan
- Automotive
- Aviation (Cabin Crew)
- Aviation
- Aviation Remote Pilot - Drone Operator
- Baking
- Beauty Services - Make-up, Nail Technology or Retail Cosmetics
- Business Services
- Community Services
- Dance, Theatre and Events
- Design Fundamentals
- Early Childhood Education and Care
- Electrotechnology
- Engineering and Manufacturing
- Entertainment Industry
- Fashion Design (Apparel, Fashion and Textiles)
- Financial Services - Accounts Administration
- Floristry
- Human Services - Aged Care, Allied Health, Nursing
- Information and Digital Technology
- Laboratory Skills
- Maritime Operations
- Music Industry
- Plumbing Introduction (Drainage)
- Primary Industries - Agriculture, Horticulture, Conservation
- Printing and Graphic Arts
- Real Estate Practice and Property
- Retail
- Retail Services
- Salon Assistant - Hairdressing
- School Based Education Support
- Screen and Media
- Shearing and Wool Handling
- Signs and Graphics
- Skills for Work and Vocational Pathways
- Supply Chain Operations
- Tourism, Travel and Events
- Visual Arts
- Workplace Skills

Please note that these courses are not guaranteed to run and are based on student expressions of interest – Just like the ISHS subject nomination process! Courses also run at different venues – each RTO runs their own set of courses.

**Please meet with our Careers Advisor ASAP to register your interest.**

## **How do I apply?**

Speak to your school Careers Advisor to select a course that best meets your educational and vocational needs. Your school will then assist you with the Expression of Interest (EOI) application process.

You will need your Unique Student Identifier (USI) number and parent/carers permission.

**APPLY EARLY TO AVOID DISAPPOINTMENT!**

## School-Based Apprenticeships and Traineeships

### What is a School-Based Apprenticeship or Traineeship?

For students, a school-based apprenticeship or traineeship (SBAT) is a head start to your career combining paid work, training and school. Not only will you get an industry recognised national qualification, but also unit credit towards your NSW Higher School Certificate (HSC).

You can start an SBAT in Year 10 or Year 11 and some training arrangements can contribute towards your Australian Tertiary Admission Rank (ATAR). No matter if you are on a pathway to higher Vocational Education and Training or University post-school, there is an SBAT for you.

School-based apprentices and trainees have access to a large range of courses across many different industry areas, along with additional pathway options that are not available to EVET students. Ask your careers adviser or SBAT Engagement Officer about your options.

### Who should consider an SBAT?

Students who take on a school-based apprenticeship or traineeship are motivated young people who don't just want to plan their future career, they want to experience it now. It's very important that you think about how you can manage your SBAT by considering:

- Is this a career I'm interested in?
- Can I handle school, work and training along with family and community commitments?
- Do I have a support network around me to help along the way? Teachers, careers adviser, transition advisor, parents/carers, friends, mentors etc.
- Can I make travel arrangements to get myself to work and training on time?

If you answered YES to the questions above, an SBAT may be a great option for you.

For more information on school-based apprenticeships and traineeships, please visit:  
[education.nsw.gov.au/sbat](http://education.nsw.gov.au/sbat)

**Course Advisor: Mr. M Gannon**

**More information:** <http://www.illawarra.tafensw.edu.au/page>

