



**Vincentia High School**  
**Senior Subject Selection Handbook**  
**Year 11 - 2020**

Learning  
For  
Life

## Introduction

Learning for Life, is a lasting endeavour that accompanies us throughout the various stages of our development. Whether it is academic learning, trade-based, on-the-job training, or learning how to navigate the divergent interpersonal situations we find ourselves in, a strong foundation within education is a key turning point. The decision to continue your school education is an important one and requires a great deal of thought. The senior school years can be the most rewarding and memorable time of your high school career, but they require discipline and commitment.

The compulsory 17 year age legislative changes require students to be in fulltime schooling, fulltime study, or fulltime work. **Schooling in years 11 and 12 has become needs-based.** It is important that discussions beginning **at home** are brought to school where we can assist in developing a pathway that is meaningful and relevant for each individual student.

In the Senior School at Vincentia High School we pride ourselves in offering a wide range of study options to **meet the needs of every student**, be it academic, trade-based or work oriented.

Those who do decide to go on to the Senior School should be fully aware of the responsibility they have accepted.

The Senior School is designed for those who:

- can set goals for the future
- are motivated to learn and study
- are prepared to spend time doing homework and assessment tasks
- are prepared to model the correct attitude of a senior school student, which means wearing a uniform, obeying rules, and showing leadership
- are prepared to make sacrifices, regarding work and social commitment to meet the demands of a senior school education

The information in this handbook will help students and parents make the right subject choices by providing detailed information about each course. Further information about a particular subject can also be obtained from the Head Teacher of each course listed on the subject outline sheet.

## Key considerations for choosing courses

- What are my likes and interests?
- Where do my abilities lie? Choose courses in which you are able to do well. What will motivate me? Choose courses that you want to study.
- What are my realistic career options? Be realistic about your career choices and about your course selection.
- Do not choose a course because your friend is doing it – they might leave or change courses.
- Do not choose courses based on teachers – sometimes we do not know who the teacher will be or they might change schools.

Students also need to be absolutely sure which courses are required for certain careers and which are only suggested. This information can be obtained from the Careers Advisor, your Year Advisor, your Head Teachers and Classroom Teacher, and the Head of Secondary Studies.

We plan on having interviews with parents and students to discuss your choices, answer any questions and to help you make the best possible subject selections for your senior years. To make the most of this interview, it is a good idea to come armed with any questions you may have about your subject choices, or about the best options for a particular career pathway.

## Higher School Certificate - HSC

To be eligible for the award of the Higher School Certificate students must:

- have successfully participated in their Junior School Years to demonstrate both the willingness and ability to continue into Year 11
- complete HSC: All My Own Work before any work for Year 11 or Year 12 is submitted (except if completing Life Skills Courses only)
- have satisfactorily met all the requirements of the NSW Education Standards Authority (NESA) and complied with Department of Education School Policies
- have satisfactorily completed courses which comprise the pattern of study required by NESA for the award of the Higher School Certificate
- sit for, and make a serious attempt, consistently throughout Year 11 and 12, and at the requisite Higher School Certificate examination, including any necessary oral, practical or project work
- complete tasks designed for the internal assessment program at Vincentia High School in each Higher School Certificate course
- meet the minimum standard of literacy and numeracy within five (5) years of starting the HSC course

Most students will complete the HSC in 2 years. In Year 11 they must study and pass their Preliminary Courses before proceeding to the HSC courses, which culminate in

presentation for the HSC examination in Year 12.

At Vincentia High School it is anticipated that the HSC courses will be timetabled to begin at the start of Term 4 of the year preceding the HSC examination. Students who have satisfactorily completed the Preliminary Course of a subject by the end of Term 3 can then proceed to the HSC course. Students who have not yet achieved the Outcomes of a course, but who are deemed to be in a position to complete the course by the end of the year, may have the opportunity to do so by extra work in their own time. If by the end of the year a student has still not completed the Preliminary course, then she/he cannot proceed in that course into the next year. The Principal will make the final decision.

Students undertake an assessment program in each of the Preliminary and HSC Course years. The assessment program in each Preliminary Course has to be completed as part of the requirements of meeting the outcomes of the course. However, only the assessment program in the HSC Course counts towards the HSC results. A Separate booklet detailing the assessment policy and program will be issued at a later date.

## HSC Pathways

Students however, may choose to accumulate subjects for the award of the HSC over a period of up to five years. There are advantages and disadvantages associated with this option and these should be discussed in depth with your Year Advisor, and the Head of Secondary Studies before making any decision. The current two year program will remain the norm for the majority of students.

## Organisation of courses in the senior school

### Units and Marks

The senior curriculum is organised on the basis of *units of study*. Each unit of study corresponds to approximately 2 periods per week/2 hours of homework.

A **2 unit course** is studied for approximately 4 periods per week and is marked out of 100.

Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. These are available in English, Maths, History, Music and some languages. The English and Maths courses are available at Preliminary and HSC levels. You must study the Preliminary Extension courses before proceeding to the two HSC extension courses (Extension 1 and Extension 2). Extension courses in other subjects are offered and examined in Year 12 only.

## Pattern of study requirements for the HSC

Candidates for the Higher School Certificate must undertake a program of study comprising at least:

- 12 units of Preliminary courses and
- 10 units of Higher School Certificate courses.

Both the Preliminary course pattern and the HSC course pattern must include:

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

## Reporting the HSC

Results of HSC courses satisfactorily completed appear on the Higher School Certificate Record of Achievement and a Course Report. Results of Board Developed Courses are recorded under the following headings on the Record of Achievement.

- The **Assessment Mark** is the moderated mark awarded for your assessment tasks at school.
- The **Examination Mark** is the mark awarded for the external examination.
- The **HSC Mark** is the average of the HSC and School Assessment Marks.
- The **Performance Band** shows your level of achievement in that course.

This information will also be contained in a Course Report, which will be issued for each course completed. The course will include descriptors for each Performance Band, which provides a summary of what students know and are able to do.

All students with special education needs who meet the pattern of study requirements and satisfactorily complete the required studies will receive a Higher School Certificate testamur, a Record of Achievement listing results in Board Developed Courses (including Life Skills courses) and Board Endorsed Courses. Students will also receive a Student Profile listing the outcomes achieved in each Life Skills Course.

## Vocational HSC Courses

Students who satisfactorily complete vocational HSC courses (including TAFE delivered courses) will also receive an additional VET credential, which may be an AQF Certificate or a Statement of Attainment. For 240 hour VET courses, an exam mark, HSC mark and performance rank will only be shown for students who have sat the optional HSC examination.



The following document provides important information about Vocational Education and Training (VET) courses delivered by Wagga Wagga Registered Training Organisation (RTO) 90333.

### **General**

VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and will also receive a nationally recognised industry based qualification.

### **Framework and Non Framework Courses**

VET courses are generally broken into two groups, Industry Curriculum Framework (ICF) courses and Board Endorsed Courses (BEC). Both groups will provide units of credit towards the students HSC. Similarly both groups will give students access to a nationally recognised qualification.

Industry Curriculum Framework courses are category B subjects for the purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR is the main method of determining university admission for students seeking university admission at the end of year 12.

**Note: Students must complete a 240 hour Industry Curriculum Framework Course to sit the optional HSC examination.**

**Only ONE Category B course may be used towards the student's ATAR.**

**Board Endorsed Courses cannot be used towards the ATAR.**

Refer to the NSW Education Standards Authority website (NESA) for VET, any exclusions, rules and procedures.

### **Assessment Procedures**

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments are generally practical in nature and reflect the type of tasks that would be required to be performed in the workplace, however written tasks may be used to assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios, practical demonstrations, as well as pen and paper tasks. Students are deemed either competent or not yet competent following an assessment task.

No grades or marks are awarded through competency based assessments. The school will provide an assessment schedule for each VET course.

### **Optional External HSC Examination**

Industry Curriculum Framework courses have an optional external HSC exam for students wishing to include their mark in the calculation of the ATAR. Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

### **Student Selection, enrolment and induction procedures**

Stage 6 VET courses are available to all students in years 11 and 12 upon the completion of a RTO VET Enrolment Form with a validated Unique Student Identifier (USI). Year 9 do NOT undertake “early commencement/acceleration” of Stage 6 VET courses. Your school will seek RTO advice in regards to individual student learning plans.

A course induction will be delivered by course trainers at the beginning of the each course. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures, assessment procedures, information regarding student rights and responsibilities, and a student declaration to be signed by the student to confirm that they have completed the induction as part of their enrolment procedures.

### **Fees and charges**

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction. Students having difficulty in making payments may be able access the Student Assistance Scheme. See your student adviser for details as to how this fund can be accessed.

### **Freedom of Information and Privacy**

Students’ rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy. All staff members are required to abide by the Department’s Privacy Code of Practice.

### **Credit Transfer and Recognition of Prior Learning (RPL)**

Credit transfer is available to students who produce evidence of achievement of competency from another RTO. RPL may also be available to students who can provide sufficient evidence of skills attained previously. Students seeking RPL should follow the RPL procedures outlined in the RTO Student Guide.

### **Work Placement**

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an “N” determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction.

### **School Based Apprenticeships and Traineeships (SBATs)**

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work. SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

### **Becoming a School Based Apprentice or Trainee**

Students must first find an employer prepared to take them on as a school based apprentice or trainee. Once an offer of employment has been made, students must contact the SBAT Contact Person in their school. This is usually the Careers Adviser. The SBAT Contact Person will then commence the process to seek approval to establish a SBAT. Students wanting to find out more information regarding SBATs should contact the school’s Careers Adviser. The following website is also a key source of information regarding SBATs: [www.sbatnsw.info](http://www.sbatnsw.info)



### **Unique Student Identifier**

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI). The USI provides easy access to all VET training records and results throughout your life. You can access your USI account online. You must keep your USI safe and ready to use for further enrolments in VET training.

### **Smart and Skilled**

Smart and Skilled was implemented with an entitlement to government subsidised training commencing January 1, 2015. Qualifications achieved at school do not impact on this entitlement post school.

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## **Externally Delivered VET (EVET)**

Externally Delivered Vocational Education and Training (EVET) courses are delivered by TAFE or other VET Providers. EVET allow school students to gain workplace skills and experience to get a head-start on their career.

EVET allows you to:

- Gain practical, work-related skills to enhance your future employment opportunities.
- Complete units that count towards your Higher School Certificate (HSC).
- Start or complete a nationally-recognised VET qualification while still at school.
- When you finish your EVET course you'll receive a nationally-accredited Certificate qualification or a Statement of Attainment. Most EVET courses articulate into further TAFE, or Private College courses.

EVET courses are offered across a variety of job areas, such as children's services, automotive mechanics, animal studies, human services (nursing), and many more.

Contribution towards Higher School Certificate (HSC) and ATAR

All EVET courses count towards a student's HSC. EVET Industry Curriculum Framework (ICF) courses may contribute to the Australian Tertiary Admissions Rank (ATAR) with students having ability to sit for an optional Higher School Certificate exam. All ICF courses include mandatory work placement of 70 hours over 2 years.

Work placement

Many EVET courses include some time working in the industry area of your course. This is called 'work placement' and it gives students the chance to learn new skills and apply the skills they have already learnt as part of their course.

Work placement helps students to:

- 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

When applying for an EVET course, students and their parents will need to show that:

- Career pathway planning is integral to the student's course selection
- The student understands the commitment required, including:
- The completion of all course requirements, including mandatory work placement
- Regular attendance. Students are responsible for arranging their own travel and meeting the travel costs



- Time-tabling issues which may require students to catch up on class work missed at school

Applications to undertake an EVET courses occur during Term 3.

Contact the school's VET Coordinator, Mr Swanson or Careers Adviser, Mrs McNeil for details on what VET courses are available and how to apply.

## **Life Skills Courses**

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

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 & 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process, which will occur for both the Preliminary and HSC years.

Life Skills courses will have a Board Developed status and can be used in place of other Board Developed Courses to meet requirement for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

The Board expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

## **UAC – University Admission Centre**

### **ATAR – Australian Tertiary Admission Rank**

Separate from the HSC and the Result Notice, you may receive (if you are eligible and you wish to do so) an ATAR. This is compiled by UAC to rank you for university entrance. It attempts to rank your overall standing relative to that of the other HSC candidates seeking an ATAR. If you receive an ATAR of 85, you have achieved a higher overall mark, by their calculation, than 85% of the other HSC candidates who requested an ATAR. The ATAR has been adopted by most universities, so it is important if you seek university entrance. Only Board Developed courses, and VET Courses where the optional exam is attempted, will count towards the ATAR. It is calculated from your ten (10) best units at the HSC exams, two units of which must be English.

Board Developed courses are classified by the universities as Category A or Category B. The criteria for Category A courses are academic rigour, depth of knowledge and understanding, and the degree to which the course contributes to assumed knowledge for tertiary studies.

Only the best two units from Category B courses are available for inclusion in the calculation of the ATAR.

Details of ATAR requirements can be found in the UAC handbook. The UAC website is [www.uac.edu.au](http://www.uac.edu.au).

## Do You Need an ATAR?

You will need an ATAR if you **intend** applying for university entrance. If you do not need an ATAR for the career you wish to follow, consider carefully the courses you elect to study. There may be more appropriate courses for you that don't contribute to the ATAR, but which do provide you with a credit transfer to TAFE and significant employment related training.

If you are unsure, **always** choose an ATAR pattern of study and talk with us about your choices.

For more information contact the following staff:

- Deputy Principal Year 10 – Ms S Starkey
- Careers Adviser – Mrs M McNeil
- Year 10 Adviser – Mr T Mason
- Year 10 Adviser – Mrs N Higgins

For subject specific information, contact the following Head Teachers:

- English - Mrs J Holloway Fry (Rel)
- Mathematics – Mrs J Still (Rel)
- Science - Ms K Tololeska (Rel)
- Personal Development, Health and Physical Education - Mr P Raftery
- Human Society in Its Environment - Mr E Salahi
- Creative & Performing Arts - Ms L Ryder
- Technology & Applied Sciences - Mr A Newton
- VET – Mr M Swanson

## Fees

Some of the courses have a fee for the purchase of materials used during the course. The payment of these subject fees is essential for the school to provide the materials to deliver the breadth of class activities and projects.

**These fees must be paid otherwise the student cannot participate in the practical components of the course.**

## Text Books

There is a \$100 Text Book Deposit at the commencement of Year 11 which is refundable upon completion of Year 12. Allowance is made for reasonable wear and tear but lost or damaged books must be paid for by the students.

## Key Dates for Year 10, 2019

### Term 2

- Monday 24 June – Subject selection evening and expo
- Tuesday 2 July – Shoalhaven Careers Expo Excursion
- Tuesday 2 July – Year 10 Parent/Teacher night
- Wednesday 3 July – Online codes distributed for subject selection

### Term 3

- Friday 26 July – Online choices close

## Subject Selection Process

1. During Term 2, Week 9, students will be issued with a web code to make their subject selections online.
2. Students go to <https://web.edval.com.au/mysubjects> and enter individual web code.
3. Students choose an English course and then seven (7) other subjects in order of preference.  
Note: only 5 of the 7 preferences will be issued for each student to study that fit the whole cohort.
4. Subject lines are generated by the school according to student choice.
5. Mid to end of Term 3, students are informed of subjects and lines.

## Year 11 courses offered at Vincentia High School

Faculty	Course	Fee	Units	Page
English	English Studies	-	2	17
English	English Standard	-	2	18
English	English Advanced	-	2	19
English	English Extension (only eligible to students studying English Advanced)	-	1	20
English	Drama	-	2	21
CAPA	Music 1	\$20	2	23
CAPA	Photography <b>(non-ATAR)</b>	\$30	2	24
CAPA	Visual Arts	\$30	2	25
CAPA	Visual Design <b>(non-ATAR)</b>	\$30	2	26
HSIE	Aboriginal Studies	\$10	2	28
HSIE	Ancient History	\$10	2	29
HSIE	Business Studies	\$10	2	30
HSIE	Economics	\$10	2	31
HSIE	Geography	\$10	2	32
HSIE	Legal Studies	\$10	2	33
HSIE	Modern History	\$10	2	34
HSIE	Society and Culture	\$10	2	35
Languages	Aboriginal Languages <b>(non-ATAR)</b>	-	2	37
Languages	Indonesian Beginners	-	2	38
Languages	Indonesian Continuers	-	2	39
Mathematics	Mathematics Standard 1	-	2	41
Mathematics	Mathematics Standard 2	-		42
Mathematics	Mathematics Numeracy <b>(non-ATAR)</b>	-	2	43
Mathematics	Mathematics Advanced	-	2	44
Mathematics	Mathematics Extension 1 (only eligible to students studying Mathematics Advanced)	-	1	45
PDHPE	Community and Family Studies (CAFS)	-	2	47
PDHPE	Dance	-	2	48
PDHPE	Exploring Early Childhood <b>(non-ATAR)</b>	-	2	49
PDHPE	Personal Development, Health and Physical Education (PDHPE)	-	2	50
PDHPE	Sport, Lifestyle and Recreation <b>(non-ATAR)</b>	-	2	51
Science	Agriculture	-	2	53
Science	Biology	-	2	54
Science	Chemistry	-	2	55
Science	Earth and Environmental Science	-	2	56
Science	Investigating Science	-	2	57
Science	Physics	-	2	58
TAS	Design and Technology	\$20	2	60
TAS	Engineering Studies	\$20	2	61
TAS	Food Technology	\$30	2	62
TAS	Industrial Technology – Timber or Electronics (can only choose Timber or Electronics, not both)	\$30	2	63
TAS	Textiles and Design	\$20	2	64

Continue to VET courses offered

## Year 11 VET courses offered at Vincentia High School

For NSW school students in Years 9–12 VET is ‘dual accredited’. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate of Attainment)

Some VET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

Remember, to gain a HSC, you can only study one Category B subject.

Category		Fee	Units	Page
B	Certificate II in Agriculture	-	2	66
B	Certificate II in Construction Pathways	\$20	2	68
B	Certificate II in Kitchen Operations	\$30	2	70
B	Certificate I in Engineering	\$30	2	72
B	Certificate II in Information, Digital Media and Technology	\$20	2	74
N/A	Certificate II in Sports Coaching ( <b>non-ATAR</b> )	-	2	76
N/A	VET Enrolment Form			78

# Course Descriptions by Faculty

# English

**English Studies**

**English Standard**

**English Advanced**

**English Extension**

**Drama**



## Guide to selecting the right English course?

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

### SHOULD I DO ENGLISH STUDIES?

#### Grade Guide: C, D, E

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

### SHOULD I DO ENGLISH STANDARD?

#### Grade Guide: A, B, C

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

### SHOULD I DO ENGLISH ADVANCED?

#### Grade Guide: A - B

- I love English
- I am absolutely, definitely, aiming to go to university straight from school
- My Year 10 English teacher believes that I can cope with the demands of this course
- Shakespeare is compulsory! Yippee!
- I am a skilled writer who is willing to devote time to develop this skill further
- I am a confident speaker who enjoys the challenge of public speaking
- I like to think critically and express my individual ideas
- I am a keen reader, read widely across genres, and enjoy the classics
- I am motivated, organised and understand I am going to have to complete homework and independent research regularly
- I would like to do Extension 1 and/or HSC Extension 2

## English Studies – 2 Units

### Board Developed Course No:

- 30105 Year 11 English Studies
- 15125 Year 12 English Studies
- 15126 Year 12 English Studies students who intend to undertake the optional HSC examination must also be enrolled in this course

**Exclusions:** English Advanced; English Standard; English EAL/D; English Extension

### Course Description

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

### Main content

#### *Year 11*

- Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.
- Students must complete one examination-style task.

#### *Year 12*

- The HSC Common Content consists of one module *Texts and Human Experiences* which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.
- Students must complete one examination-style task.

## English Standard – 2 Units

### Board Developed Course No:

- 11130 Year 11 English Standard
- 15130 Year 12 English Standard.

**Exclusions:** English Advanced; English Studies; English EAL/D; English Extension

### Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

### Main content

#### *Year 11*

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.

#### *Year 12*

The course has two sections:

- The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

## English Advanced – 2 Unit

### Board Developed Course No:

- 11140 Year 11 English Advanced
- 15140 Year 12 English Advanced.

**Exclusions:** English Standard; English Studies; English EAL/D

### Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

### Main content

#### *Year 11*

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

#### *Year 12*

The course has two sections:

- The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

## English Extension – 1 Unit

### Board Developed Course No:

- 11150 Year 11 English Extension
- 15160 Year 12 English Extension 1
- 15170 Year 12 English Extension 2.

### Prerequisites:

- (a) English Advanced
- (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12
- (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

**Exclusions:** English Standard; English Studies; English EAL/D.

### Course Description

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

### Main content

#### *Year 11*

The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

#### *Year 12*

English Extension 1 course – The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are

- Literary homelands
- Worlds of upheaval
- Reimagined worlds
- Literary mindscapes
- Intersecting worlds

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

## Drama – 2 Unit

### Board Developed Course No:

- 11090 Preliminary Course
- 15090 HSC Course

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

### Preliminary Course

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

### HSC Course

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

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

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

Main Topics include Australian Drama and Theatre (Core content), Studies in Drama and Theatre, Group Performance (Core content) and Individual Project

### Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects. Students selecting Drama are required to keep a log book of the development of each of the components Group Performance and Individual Project.

**CAPA**

**Music 1**

**Photography (non-ATAR)**

**Visual Arts**

**Visual Design (non-ATAR)**



## Music 1 – 2 Unit

### Board Developed Course No:

- 11280 Preliminary Course
- 15290 HSC Course

**Exclusions:** Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

### Preliminary Course

In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

### HSC Course

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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

### Particular Course Requirements

#### *HSC course*

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

## Photography – 2 Unit (non-ATAR)

### Content Endorsed Course

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

### Course Description

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

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

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

### Main Topics Covered

Modules may be selected in any of the three broad fields of:

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

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

### Particular Course requirements

Students are required to keep a diary throughout the course.

## Visual Arts – 2 Unit

### Board Developed Course No:

- 11380 Preliminary Course
- 15400 HSC Course

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

### Preliminary Course

Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Preliminary Course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

### HSC Course

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

HSC Course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

### Particular Course Requirements

#### ***Preliminary Course:***

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

#### ***HSC Course:***

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

## Visual Design – 2 Unit (non-ATAR)

### Content Endorsed Course

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

### Course Description

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

### Main Topics Covered

Modules may be selected in any of the four broad fields of:

- graphic design
- wearable design
- product design
- interior/exterior design.

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

### Particular Course Requirements

Students are required to keep a diary throughout the course.

# HSIE

**Aboriginal Studies**

**Ancient History**

**Business Studies**

**Economics**

**Geography**

**Legal Studies**

**Modern History**

**Society and Culture**

## Aboriginal Studies – 2 Unit

**Board Developed Course No:** 15000

**Exclusions:** Nil

### Course Description

The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies. The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

### Main Topics Covered

#### *Preliminary Course*

- **Part I: Aboriginality and the Land (20%)**
- Aboriginal peoples' relationship to Country
- Dispossession and dislocation of Aboriginal peoples from Country
- Impact of British colonisation on Country
- **Part II: Heritage and Identity (30%)**
- The Dreaming and cultural ownership
- Diversity of Aboriginal cultural and social life
- Impact of colonisation on Aboriginal cultures and families
- Impact of racism and stereotyping
- **Part III: International Indigenous Community: Comparative Study (25%)**
- Location, environment and features of an international Indigenous community
- Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- **Part IV: Research and Inquiry Methods: Local Community Case Study (25%)**
- Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

#### *HSC Course*

- **Part I – Social Justice and Human Rights Issues (50%)**
- **A Global Perspective (20%)**  
Global understanding of human rights and social justice
- **AND**
- **B Comparative Study (30%)**  
A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal community for each topic (20%)**
- **A Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses
- **OR**
- **B Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project (30%)**  
Choice of project topic based on student interest.

## Ancient History – 2 Unit

### Board Developed Course No:

- 11020 Year 11 Ancient History
- 15020 Year 12 Ancient History.

**Exclusions:** Nil

### Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

### Main Content

#### *Year 11*

The Year 11 course comprises three sections.

- Investigating Ancient History (60 indicative hours including ‘The Nature of Ancient History’ and ‘Case Studies’)
  - Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies.
  - Features of Ancient Societies (40 indicative hours)
  - Students study at least two ancient societies.
  - Historical Investigation (20 indicative hours)
- Historical concepts and skills are integrated with the studies undertaken in Year 11.

#### *Year 12*

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One ‘Ancient Societies’ topic (30 indicative hours)
- One ‘Personalities in their Times’ topic (30 indicative hours)
- One ‘Historical Periods’ topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

### Course Requirements

#### *Year 11*

In the Year 11 course, students undertake at least two case studies.

- One case study must be from Egypt, Greece, Rome or Celtic Europe, and
- One case study must be from Australia, Asia, the Near East or the Americas.



## **Year 12**

The course requires study from at least two of the following areas Egypt; Near East; China; Greece; Rome.

## **Business Studies – 2 Unit**

**Board Developed Course No:** 15040

**Exclusions:** Nil

### **Course Description**

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

### **Preliminary Course**

- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

### **HSC Course**

- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

## Economics – 2 Unit

Board Developed Course No: 15110

### Course Description

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

### Main Topics Covered

#### *Preliminary Course*

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

#### *HSC Course*

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

## Geography – 2 Unit

**Board Developed Course No:** 15190

**Exclusions:** Nil

### Course Description

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

### Preliminary Course

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student's own choosing.

### HSC Course

- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

**Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

### Particular Course Requirements

Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

## Legal Studies – 2 Unit

**Board Developed Course No:** 15220

**Exclusions:** Nil

### Course Description

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

### Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

### HSC Course

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)  
Two options are chosen from:
  - Consumers
  - Global environment and protection
  - Family
  - Indigenous peoples
  - Shelter
  - Workplace
  - World order.

Each topic's themes and challenges should be integrated into the study of the topic.

### Particular Course Requirements

No special requirements

## Modern History – 2 Unit

### Board Developed Course No:

- 11270 Year 11 Modern History
- 15270 Year 12 Modern History.

**Exclusions:** Nil

### Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world. The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

### Main Content

#### *Year 11*

The Year 11 course comprises three sections.

- Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’)
- Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies.
- Historical Investigation (20 indicative hours)
- The Shaping of the Modern World (40 indicative hours)
- At least one study from ‘The Shaping of the Modern World’ is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

#### *Year 12*

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One ‘National Studies’ topic (30 indicative hours)
- One ‘Peace and Conflict’ topic (30 indicative hours)
- One ‘Change in the Modern World’ topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

### Course Requirements

#### *Year 11*

In the Year 11 course, students undertake at least two case studies.

- One case study must be from Europe, North America or Australia, and
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

#### *Year 12*

Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

## **Society and Culture – 2 Unit**

**Board Developed Course No:** 15350

**Exclusion:** 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).

### **Preliminary 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

### **HSC 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**

Completion of Personal Interest Project.

# LANGUAGES

**Aboriginal Languages (non-ATAR)**

**Indonesian Beginners**

**Indonesian Continuers**

## Aboriginal Languages – 2 Unit (non-ATAR)

### Content Endorsed Course

#### Course Description

The aim of the *Aboriginal Languages Stage 6 CEC Syllabus* is to develop students' skills to actively engage in communication using the target Aboriginal language; to understand the relationships between Aboriginal languages, Country, and culture; and to have knowledge of a range of approaches to maintain and revive Aboriginal languages.

#### Main Topics Covered

The *Aboriginal Languages Stage 6 CEC Syllabus* comprises a 30-hour Core Module A and 11 elective modules. An additional 30-hour Core Module B is provided for courses of 240 hours duration only.

After completing Core Module A, schools are able to select from the 11 elective modules to develop programs that respond to student and community needs and interests. Core Module B will be completed within a 240-hour program, directly after 120 hours of study.

#### Core Module A

(30 indicative hours)

##### Language of Country

Core Module A is mandatory for all students and should be completed prior to the elective modules

#### Elective Modules

(15–30 indicative hours each)

1. Reclamation, Revival and Maintenance of Aboriginal Languages in Australia
2. Family and Kinship Connections
3. Country, Waterways and Sky
4. Stories and Storytelling
5. Language and Performance: Song and Dance
6. Speeches and Speechmaking
7. Protocols and Language
8. Comparative Aboriginal Languages Study within Australia
9. International Experiences in Indigenous Languages Maintenance and Revival
10. Aboriginal Languages and Information and Communication Technology (ICT)
11. School-developed module (one or two of these modules may be undertaken, provided they do not exceed 25 percent of course time)

#### Core Module B

(30 indicative hours)

##### Building Local Aboriginal Language Capacity



## Indonesian Beginners – 2 Unit

**Board Developed Course No:** 15750

**Exclusions:** Indonesian Continuers; Indonesian Extension; Indonesian In Context; Indonesian and Literature; Malay Background Speakers.

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria at NESA website.

### Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Indonesian. Topics studied through two interdependent perspectives, the personal world and the Indonesian-speaking communities, provide contexts in which students develop their communication skills in Indonesian and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of Indonesian 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 Indonesian-speaking communities through the study of a range of texts.

### Main 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

## Indonesian Continuers – 2 Unit

**Board Developed Course No:** 15760

**Prerequisites:** 200-400 hours study of the language or equivalent knowledge is assumed.

**Exclusions:** Indonesian Beginners; Indonesian in Context; Indonesian and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria at NESA website.

### Course Description

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Indonesian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Indonesian-speaking communities through the study of a range of texts.

Prescribed Themes	Mandatory Topics
The individual	Personal identity Education and aspirations Leisure and lifestyles
The Indonesian-speaking communities	People and places Cultural diversity Visiting Indonesia
The changing world	The world of work Youth issues Issues in today's world

# MATHEMATICS

**Mathematics Standard 1**

**Mathematics Standard 2**

**Mathematics Numeracy  
(non-ATAR)**

**Mathematics Advanced**

**Mathematics Extension 1**

## Mathematics Standard 1 – 2 Unit

### Board Developed Course No:

- 11236 Year 11 Mathematics Standard
- 15231 Year 12 Mathematics Standard 1
- 15232 Year 12 Mathematics Standard 1 students who intend to undertake the optional HSC examination must also be enrolled in this course.

### Prerequisites:

The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

### 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 Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- Mathematics Standard Year 11 course content that is essential for Mathematics

Standard 1 Year 12 is identified by the symbol .

- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.
- To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

## Mathematics Standard 2 – 2 Unit

### Board Developed Course No:

- 11236 Year 11 Mathematics Standard
- 15236 Year 12 Mathematics Standard 2.


### Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

### 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 2 Year 12 course.

Students who have followed the Mathematics Standard  pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

## Course description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

### The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

## Mathematics Numeracy – 2 Unit (non-ATAR)

### Course Description

The Numeracy course builds upon the knowledge, skills and understandings presented in the K–10 curriculum and supports students to develop the functional numeracy skills required to become active and successful participants in society. It is informed by the Australian Core Skills Framework Level 3. When students become numerate they are able to manage situations or solve problems in personal and community, workplace and employment, and education and training contexts. This course offers students the opportunity to prepare for post-school options of employment or further training..

The Numeracy course does not replace the study of any other subject in the suite of Mathematics syllabuses. It may be studied as a stand-alone course or in conjunction with the Mathematics Standard course only, where the student would benefit from additional learning opportunities to strengthen their numeracy development. The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses are based on an assumed level of numeracy.

The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

### Aim of the course

The study of Numeracy in Stage 6 enables students to build upon existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions.

in order to manage situations and solve problems relating to their present and future needs.

# Mathematics Advanced NEW (Implemented from 2019)

## – 2 Unit

### Board Developed Course No:

- 11255 Year 11 Mathematics Advanced
- 15255 Year 12 Mathematics Advanced.

### Prerequisites:

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

- Algebraic techniques
  - Surds and indices
  - Equations
  - Linear relationships
  - Trigonometry and Pythagoras' theorem
  - Single variable data analysis
- and at least some of the content from the following substrands of Stage 5.3:
- Non-linear relationships
  - Properties of Geometrical Shapes.

### Exclusions:

Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

## Course Description

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

## Mathematics Extension 1 NEW (Implemented from 2019) – 1 Unit

### Board Developed Course No:

- 11250 Year 11 Mathematics Extension
- 15250 Year 12 Mathematics Extension 1.

### Prerequisites:

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

### Exclusions:

Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

### Course Description

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.



**PDHPE**

**Community and Family Studies**

**Dance**

**Exploring Early Childhood (non-ATAR)**

**PDHPE**

**Sport, Lifestyle and Recreation Studies (non-ATAR)**

# Community and Family Studies (CAFS) – 2 Unit

**Board Developed Course No:** 15060

**Exclusions:** Nil

## Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

## Main Topics Covered

### Preliminary Course

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

### HSC Course

- Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time).
- Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

### HSC Option Modules

Select **one** of the following (approximately 25% of course time):

- Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan.
- Social Impact of Technology The impact of evolving technologies on individuals and lifestyle.
- Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.

### Particular Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment. 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.

## Dance – 2 Unit

### Board Developed Course No:

- 11070 Preliminary Course
- 15070 HSC Course

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

### Preliminary Course

Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

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

### HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components - Performance, Composition, Appreciation or Dance and Technology.

### Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.

## Exploring Early Childhood (non-ATAR) – 2 Unit

### Content Endorsed Course

#### Exclusions: Nil

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

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

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services.

# Personal Development, Health and Physical Education (PDHPE) – 2 Unit

**Board Developed Course No:** 15320

**Exclusions:** Nil

## Course Description

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

## Preliminary Course

*Core Topics (60%)*

- Better Health for Individuals
- The Body in Motion

*Optional Component (40%)*

Students select **two** of the following options:

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

## HSC Course

*Core Topics (60%)*

- Health Priorities in Australia
- Factors Affecting Performance

*Optional Component (40%)*

Students select two of the following options:

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

## Particular Course Requirements

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

## Sport, Lifestyle and Recreation (non-ATAR) – 2 Unit

### Content Endorsed Course

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

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

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

# SCIENCE

**Agriculture**

**Biology**

**Chemistry**

**Earth and Environmental Science**

**Investigating Science**

**Physics**

## Agriculture – 2 Unit

**Board Developed Course No:** 15010

**Exclusions:** Nil

### Course Description

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

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

### Main Topics Covered

#### *Preliminary Course*

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

#### *HSC Course*

##### **Core** (80%)

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

##### **Elective** (20%)

Choose **ONE** of the following electives to study:

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

### Particular Course Requirements

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.



## Biology – 2 Unit

### Board Developed Course No:

- 11030 Year 11 Biology
- 15030 Year 12 Biology.

**Exclusions:** Nil

### Course Description

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

### Main Content

#### *Year 11*

The Year 11 course consists of four modules.

**Module 1** Cells as the Basis of Life

**Module 2** Organisation of Living Things

**Module 3** Biological Diversity

**Module 4** Ecosystem Dynamics

#### *Year 12*

The Year 12 course consists of four modules.

**Module 5** Heredity

**Module 6** Genetic Change

**Module 7** Infectious Disease

**Module 8** Non-infectious Disease and Disorders

### Course Requirements

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

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

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

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

## Chemistry – 2 Unit

### Board Developed Course No:

- 11050 Year 11 Chemistry
- 15050 Year 12 Chemistry.

**Exclusions:** Nil

### Course Description

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

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

### Content

#### *Year 11*

The Year 11 course consists of four modules.

**Module 1** Properties and Structure of Matter

**Module 2** Introduction to Quantitative Chemistry

**Module 3** Reactive Chemistry

**Module 4** Drivers of Reactions

#### *Year 12*

The Year 12 course consists of four modules.

**Module 5** Equilibrium and Acid Reactions

**Module 6** Acid/base Reactions

**Module 7** Organic Chemistry

**Module 8** Applying Chemical Ideas

### Course Requirements

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

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

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

## Earth and Environmental Science – 2 Unit

### Board Developed Course No:

- 11100 Year 11 Earth and Environmental Science
- 15100 Year 11 Earth and Environmental Science.

**Exclusions:** Nil

### Course Description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

### Content

#### *Year 11*

The Year 11 course consists of four modules.

**Module 1** Earth's Resources

**Module 2** Plate Tectonics

**Module 3** Energy Transformations

**Module 4** Human Impacts

#### *Year 12*

The Year 12 course consists of four modules.

**Module 5** Earth's Processes

**Module 6** Hazards

**Module 7** Climate Science

**Module 8** Resource Management

### Course Requirements

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

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

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

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

## Investigating Science – 2 unit

### Board Develop Course No:

- 11215 Year 11 Investigating Science
- 15215 Year 12 Investigating Science.

### Exclusions: Nil

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

### Course Description

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

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

### Content

#### *Year 11*

The Year 11 course consists of four modules.

**Module 1** Cause and Effect – Observing

**Module 2** Cause and Effect – Inferences and Generalisations

**Module 3** Scientific Models

**Module 4** Theories and Laws

#### *Year 12*

The Year 12 course consists of four modules.

**Module 5** Scientific Investigations

**Module 6** Technologies

**Module 7** Fact or Fallacy?

**Module 8** Science and Society

### Course Requirements

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

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

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

## Physics – 2 Unit

### Board Developed Course No:

- 11310 Year 11 Physics
- 15330 Year 12 Physics.

**Exclusions:** Nil

### Course Description

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

### Content

#### *Year 11*

The Year 11 course consists of four modules.

**Module 1** Kinematics

**Module 2** Dynamics

**Module 3** Waves and Thermodynamics

**Module 4** Electricity and Magnetism

#### *Year 12*

The Year 12 course consists of four modules.

**Module 5** Advanced Mechanics

**Module 6** Electromagnetism

**Module 7** The Nature of Light

**Module 8** From the Universe to the Atom

### Course Requirements

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

A depth study may be one investigation/activity or a series of investigations/activities.

Depth studies may be included in one module or across several modules.

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

**TAS**

**Design and Technology**

**Engineering Studies**

**Food Technology**

**Industrial Technology – Timber or  
Electronics**

**Textiles and Design**

## Design and Technology – 2 Unit

**Board Developed Course No:** 15080

**Exclusions:** Nil

### Course Description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

### Main Topics Covered

#### *Preliminary Course*

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

#### *HSC Course*

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

## Engineering Studies – 2 Unit

**Board Developed Course No:** 15120

**Exclusions:** Nil

### Course Description

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

### Main Topics Covered

#### *Preliminary 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.

#### *HSC 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

#### Engineering Report

##### *Preliminary Course*

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

##### *HSC Course*

Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.



## Food Technology – 2 Unit

**Board Developed Course No:** 15180

**Exclusions:** Nil

### Course Description

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

### Main Topics Covered

#### *Preliminary Course*

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

#### *HSC 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 study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

## Industrial Technology – Timber or Electronics

**Board Developed Course No:** 15200

**Exclusions:** Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

### 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.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

### Main Topics Covered

#### *Preliminary 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%)

#### *HSC 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 Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

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

## Textiles and Design – 2 Unit

**Board Developed Course No:** 15390

**Exclusions:** Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016

### Course Description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

### Main Topics Covered

#### *Preliminary Course*

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

#### *HSC Course*

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%).

### Particular Course Requirements

In the Preliminary course students will undertake two preliminary textile projects.

Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources.

Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

# VET COURSES

**Certificate II in Agriculture**

**Certificate II in Construction  
Pathways**

**Certificate II in Kitchen Operations**

**Certificate I in Engineering**

**Certificate III in Information, Digital  
Media and Technology**

**Certificate II in Sports Coaching**

**VET Enrolment Form**



Education

Wagga Wagga RTO 90333

## AHC20116 Certificate II in Agriculture

### Entry Requirements:

**Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.**

### Course: Primary Industries (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Category B status for Australian Tertiary Admission Rank (ATAR).

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager.

### Core Units of Competency

- AHCWHS201 Participate in WHS processes
- AHCWRK209 Participate in environmentally sustainable work practices
- AHCWRK204 Work effectively in the industry

### Elective Units of Competency

- AHCWRK201 Observe and report on weather
- AHCCHM201 Apply chemicals under supervision
- AHCPMG201 Treat weeds
- ACHWRK205 Participate in workplace communications

#### Healthy Livestock

- AHCLSK202 Care for health and welfare of livestock
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK206 Identify and mark livestock
- AHCLSK204 Carry out regular livestock observations
- AHCLSK209 Monitor water supplies
- AHCINF202 Install, maintain and repair farm fencing
- AHCINF201 Carry out basic electric fencing operations
- AHCNSY201 Pot up plants
- AHCSOL202 Assist with soil or growing media sampling and testing
- AHCNSY203 Undertake propagation activities

<p><b>Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.</b>  <b>Support services may be available to meet needs of individual students.</b></p>
<p><b>Qualifications</b>                  Students who are assessed as competent in the above units of competency will be eligible for AHC20116 Certificate II in Agriculture. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC20116 Certificate II in Agriculture.</p>
<p><b>Competency-based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.  <b>N Determinations:</b> Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.  <b>External Assessment (optional HSC examination):</b> Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.  <b>Complaint or Appeals:</b> Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p><b>Resources costs:</b> Discuss payment options with your trainer  <b>Refund Arrangements:</b> on a pro-rata basis</p>
<p><b>Delivery Arrangements: MOU site specific</b></p>
<p><b>Exclusions:</b> Nil</p>
<p>A school-based traineeship is available in this course, for more information:  <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a></p>
<p>For more information on possible outcomes please visit the NESA website:  <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</a></p>



Education

Wagga Wagga RTO 90333

## CPC20211 Certificate II in Construction Pathways

### Entry Requirements:

**Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.**

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Construction** (240 indicative hours) 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.

### Core Units of Competency

- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

### Elective Units of Competency

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures
- CPCCCA2003A Erect and dismantle form work for footings and slabs on ground
- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)

Options: To gain the qualification and be eligible for the HSC,

### Option 2 must be completed.

#### Option 2

- CPCCBL2001A Handle and prepare bricklaying & block laying materials
- CPCCBL2002A Use bricklaying and block laying tools and equipment

This course contains two additional units above the qualification to meet NESA HSC requirements.

2020 Course Information CPC20211 Certificate II in Construction Pathways Public Schools NSW Wagga Wagga RTO 90333 May 2019 Page 68 of 2



<p><b>Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.</b>  <b>Support services may be available to meet needs of individual students.</b></p>
<p><b>Qualifications</b>                  Students who are assessed as competent in the above units of competency will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.</p>
<p><b>Competency-based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.  <b>N Determinations:</b> Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.  <b>External Assessment (optional HSC examination):</b> Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.  <b>Complaint or Appeals:</b> Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p><b>Resources costs:</b> Discuss payment options with your trainer  <b>Refund Arrangements:</b> on a pro-rata basis</p>
<p><b>Delivery Arrangements:</b></p>
<p><b>Exclusions:</b> Nil</p>
<p>A school-based traineeship is available in this course, for more information:  <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a></p>
<p>For more information on possible outcomes please visit the NESA website:  <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</a></p>





Education

Wagga Wagga RTO 90333

## SIT20416 Certificate II in Kitchen Operations

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

### Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks. This qualification provides a pathway for commercial cooks into commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

### Core Units of Competency

- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC01 Use cookery skills effectively
- SITHKOP001 Clean kitchen premises and equipment
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practices

### Elective Units of Competency

- SITHIND002 Source & use information on the hospitality industry
- SITXFSA002 Participate in safe food handling practices
- SITHCCC002 Prepare and present simple dishes
- SITHCCC006 Prepare appetisers and salads
- SITCCC003 Prepare and present sandwiches
- BSBSUS201 Participate in environmentally sustainable work practices

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students**

2020 Course Information SIT20416 Certificate II in Kitchen Operations Public Schools NSW Wagga Wagga RTO 90333 May 2019 Page 1 of 2

<p><b>Qualifications</b>                  Students who are assessed as competent in the above units of competency will be eligible for a SIT20416 Certificate II in Kitchen Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations. Portfolios of evidence are required for some units of competency in this course.</p>
<p><b>Competency-based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.  <b>N Determinations:</b> Where a student has not met the NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.  <b>External Assessment (optional HSC examination):</b> Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.  <b>Complaint or Appeals:</b> Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p><b>Resources costs:</b> Discuss payment options with your trainer</p>
<p><b>Refund Arrangements:</b> on a pro-rata basis</p>
<p><b>Delivery Arrangements:</b></p>
<p><b>Exclusions :</b> Nil</p>
<p>A school-based traineeship is available in this course, for more information:  <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a></p>
<p>For more information on possible outcomes please visit the NESA website:  <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</a></p>



Education

Wagga Wagga RTO 90333

## MEM10105 Certificate I in Engineering

### Entry Requirements:

**Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.**

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Metal and Engineering** (240 indicative hours) 4 Preliminary and/or HSC units in total

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, structural steel welder, engineering draftsman, engineer (automotive, fabrications, production, plastics, marine, mechanical) boat builder/repairer and mechanical, production or marine engineer.

### Core Units of Competency

- MEM13014A Apply principles of occupational health and safety in the work environment
- MEM16007A Work with others in a manufacturing, engineering or related environment
- MEM14004A Plan to undertake a routine task
- MEM15024A Apply quality procedures

### Elective Units of Competency

- MEM15002A Apply quality systems
- MEM12023A Perform engineering measurements
- MEM12024A Perform computations
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MEM05005B Carry out mechanical cutting
- MEM05012C Perform routine manual metal arc welding
- MEM07032B Use workshop machines for basic operations
- MEM11011B Undertake manual handling

Additional single unit of competency to qualify for the MEM10105 Certificate I in Engineering.

- MEM16008A Interact with computing technology

2020 Course Information MEM10105 Certificate I in Engineering Public Schools NSW Wagga Wagga RTO 90333 May 2019 Page 1 of 2

<p>This course also requires the completion of the manufacturing, engineering and related services industries induction and MEM09002B Interpret technical drawing to meet the requirements of the NSW Education Standards Authority (NESA) HSC.</p> <p><b>Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.</b></p> <p><b>Support services may be available to meet needs of individual students.</b></p>
<p><b>Qualifications</b></p> <p>Students who are assessed as competent in the above units of competency will be eligible for a MEM10105 Certificate I in Engineering. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards MEM10105 Certificate I in Engineering.</p>
<p><b>Competency-based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p> <p><b>N Determinations:</b> Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.</p> <p><b>External Assessment (optional HSC examination):</b> Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.</p> <p><b>Complaint or Appeals:</b> Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p><b>Resources costs:</b> Discuss payment options with your trainer</p> <p><b>Refund Arrangements:</b> on a pro-rata basis</p>
<p><b>Delivery Arrangements:</b></p>
<p><b>Exclusions:</b> Nil</p>
<p>A school-based traineeship is available in this course, for more information:  <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a></p>
<p>For more information on possible outcomes please visit the NESA website:  <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</a></p>



Education

Wagga Wagga RTO 90333

## ICT30118 - Certificate III in Information, Digital Media and Technology

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

### Course: Information and Digital Technology

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

### Statement of Attainment towards Certificate III in Information, Digital Media and Technology

(240 indicative hours) 4 Preliminary and/or HSC units in total.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies. Possible job titles: help desk officer/assistant, ICT operations support, ICT user support, PC support, and technical support.

### Core Units of Competency

- BSBWHS304 Participate effectively in WHS communication and consultation processes
- ICTICT202 Work and communicate effectively in an ICT environment
- ICTICT301 Create user documentation
- ICTICT302 Install and optimise operating system software
- ICTSAS308 Run standard diagnostic tests
- BSBSUS401 Implement and monitor environmentally sustainable work practices

### Elective Units of Competency

- ICTWEB201 Use social media tools for collaboration and engagement
- ICTWEB303 Produce digital images for the web

Option 1 Web and software applications stream

- ICTICT203 Operate application software packages
- ICTICT308 Use advanced features of computer applications
- ICTWEB302 Build simple websites using commercial programs

**Specialisation Study.** Schools delivering the specialisation study must provide evidence of timetabled lessons for an additional 180 hours in year 12.

**If you chose Option 1 for the SOA – Web and software applications stream you need to complete the following competencies**

- ICTICT307 Customised packaged software applications for clients
- ICTICT409 Develop macros and templates for clients using standard products
- ICTICT304 Implement system software changes
- BSBEBU401 Review and maintain a website
- ICTSAS305 Provide ICT advice to clients
- ICTGAM301 Apply simple modelling techniques or ICTSAS306 Maintain equipment and software

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

### **Qualifications**

**Statement of Attainment towards the ICT30118 Certificate III in Information, Digital Media and Technology** Students who achieve at least one unit of competency will be eligible for a Statement of Attainment towards the ICT30118 Certificate III in Information, Digital Media and Technology.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

**N Determinations:** Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) VET qualification or Statement of Attainment.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:**

**Exclusions :** Nil

A school-based traineeship is available in this course, for more information:

<http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>





Education

Wagga Wagga RTO 90333

## SIS20513 Certificate II in Sport Coaching

### Entry Requirements:

**Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.**

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Sport Coaching** (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Endorsed Course

**There is not an Australian Tertiary Admission Rank (ATAR) option for this course**

**Mandatory work placement:** Students must complete a minimum of 35 hours of work placement to meet the requirements of the HSC. Work placement opportunities may include events such as school carnivals and camps and coaching junior age teams where students are working under supervision.

### Course Description

This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. An indicative job role is community coach.

### Core Units of Competency

- BSBWOR202A Organise and complete daily work activities
- HLTAID003 Provide first aid
- SSISSCO101 Develop and update knowledge of coaching practices
- SSISSCO202 Coach beginner or novice participants to develop fundamental motor skill
- SSISSDE201 Communicate effectively with others in a sport environment
- SISXCA1102A Assist in preparing and conducting sport and recreation sessions
- SISXIND211 Develop and update sport, fitness and recreation industry knowledge
- SISXWHS101 Follow work health and safety policies

### Electives

- ICPDMT263 Access and use the Internet
- ICTICT203 Operate application software packages
- SISXCAI101A Provide equipment for activities
- SSISSPT303A Conduct basic warmup and cool down programs
- SSISSPT201A Implement Sport Injury prevention
- SISSTOU201A Perform the intermediate skills of Touch Football
- SISSTOU202A Perform the intermediate tactics and strategies of Touch Football
- SSISSAFL201A Perform the intermediate skills of Australian Football
- SSISSAFL202A Perform the intermediate tactics of Australian Football

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

2020 Course Information SIS20513 Certificate II in Sport Coaching Public Schools NSW Wagga Wagga RTO 90333  
May 2019 Page 1 of 2

<p><b>Qualifications</b>                  Students who are assessed as competent in the above units of competency will be eligible for a SIS20513 Certificate II in Sport Coaching. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIS20513 Certificate II in Sport Coaching.</p>
<p><b>Competency-based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.  <b>N Determinations:</b> Where a student has not met the NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). They will receive an “N” determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.  <b>External Assessment (optional HSC examination): No.</b> There is <b>not</b> an external assessment (optional HSC examination) for this course and this course <b>does not</b> contribute towards an ATAR.  <b>Complaint or Appeals:</b> Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p><b>Resources costs:</b> Discuss payment options with your trainer</p>
<p><b>Refund Arrangements:</b> on a pro-rata basis</p>
<p><b>Delivery Arrangements:</b></p>
<p><b>Exclusions:</b> Nil</p>
<p>A school-based traineeship is available in this course, for more information:  <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a></p>
<p>For more information on possible outcomes please visit the NESA website:  <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</a></p>





Public Schools NSW, Wagga Wagga. RTO 90333

VET ENROLMENT FORM

The Registered Training Authority (RTO) is responsible for the quality of the training and assessment in compliance with The Standards for RTOs 2015 and for the issuance of the Australian Qualifications Framework (AQF) certification documentation, <https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015> .

Prior to enrolment the RTO provides accurate information that enables the learner to make informed decisions about undertaking training with the RTO. Every student is provided with a specific site VET Course Information sheet that provides qualification information.

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**Privacy Notice**

Under the *Data Provision Requirements 2012*, Public Schools NSW Wagga Wagga, RTO 90333, is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form), may be used or disclosed by **Public Schools NSW Wagga Wagga, RTO 90333**, for statistical, administrative, regulatory and research purposes. **Public Schools NSW Wagga Wagga, RTO 90333**, may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and NCVER
- Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes
- populating authenticated VET transcripts
- facilitating statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information and
- administering VET, including program administration, regulation, monitoring and evaluation.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at [www.ncver.edu.au](http://www.ncver.edu.au)).

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**Study reason**

Select the main reason you are undertaking this course (Tick ONE box only)

To gain extra skills to apply for a job	<input type="checkbox"/>
For personal interest or self-development	<input type="checkbox"/>
To gain skills for community/voluntary work	<input type="checkbox"/>
To learn about the requirements for work	<input type="checkbox"/>
Other reason	<input type="checkbox"/>

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**Personal details**

Full Name \_\_\_\_\_

Date of Birth \_\_\_ / \_\_\_ / \_\_\_\_\_

If you have a disability, impairment or long-term condition ensure your school is informed.

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**Delivery details** This qualification will be delivered at school over one or two years.

**Unique Student Identifier (USI)**

Detailed course information is provided on each Course Information Sheet.

## Vincentia High School – Year 11 Subject Selection Handbook 2020

From 1 January 2015, we Wagga Wagga RTO can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at <https://www.usi.gov.au/students/create-your-usi/> on computer or mobile device.

**Each student must provide the school with their USI number before enrolment in a VET course.**

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### Training Product (Qualification) Details

Your school has the Authority to Deliver (ATD) the following courses.

**Select the course(s) below in which you are requesting to enrol.**

AHC20116 Certificate II in Agriculture	<input type="checkbox"/>
CPC20211 Certificate II in Construction Pathways	<input type="checkbox"/>
ICT30118 Certificate III SOA in Information, Digital Media and Technology	<input type="checkbox"/>
MEM10105 Certificate I in Engineering	<input type="checkbox"/>
SIS20513 Certificate II in Sport Coaching	<input type="checkbox"/>
SIT20416 Certificate II in Kitchen Operations	<input type="checkbox"/>

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### Fees and refunds

The school site will advise on fee collection from students. Details are available on each VET Course Information sheet.

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### Parent / Carer declaration:

I declare that the personal information provided to the school about my son/daughter, named below, is true and correct to the best of my knowledge.

STUDENT NAME .....

PARENT NAME ..... PARENT SIGNATURE ..... DATE .....

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### Complaints and appeals statement

<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>

[For specific RTO procedures please contact your VET coordinator.](#)