



LEARNING FOR LIFE



Vincentia
High School
YEAR 11 SUBJECT
SELECTION



2023 HANDBOOK

Subject Selection – An exciting time for you!

Dear Parents and Students,

The movement to a senior pathway of study is an exciting time – learning can truly become personalised as you prepare for the many experiences that wait for you outside the school gate. We urge you to think critically and carefully about your learning as you reflect on your personal identity as a young adult. Your interests, strengths, passions and dreams are all important to consider as you design the right course of study for you.

Learning the skills you need for “*Learning for Life*” involves being able to think critically to determine what is useful, ensuring that you have the skills to communicate those thoughts clearly and the strength of character to behave with integrity. A senior pathway may include academic learning, trade-based learning or on-the-job traineeships or a combination of these. It is important to ensure you develop the interpersonal and creative skills that will assist you in navigating these courses and your future. This will take determination, discipline and commitment. The decision to continue your school education is an important one and requires a great deal of thought.

The compulsory 17-year age legislation requires students to be in fulltime schooling, fulltime study or fulltime work. There is flexibility in schooling in Years 11 and 12 to ensure it is a personalised pathway. It is important that discussions begin at home and school so that we can assist in developing a pathway that is meaningful and builds success. We understand that some of these pathways may be new to you as a family. We have provided information through short videos to assist with this on the Subject Selection site.

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.

In addition, we have launched our [Subject Selection page](#) on the Vincentia High School website. This page includes short videos explaining the wide range of academic, creative and practical courses we offer and “one page” summaries of key information.

Please follow the URL below to access the Subject Selection page:

<https://vincentia-h.schools.nsw.gov.au/learning-at-our-school/stage-6-subject-selection.html>

Alternatively, you can navigate to the page through our website:

1. Visit www.vincentia-h.schools.nsw.gov.au
2. Click *Learning at Our School*
3. Click *Stage 6 Subject Selection*

From here, you can explore each course at your own pace and return to this information as needed.

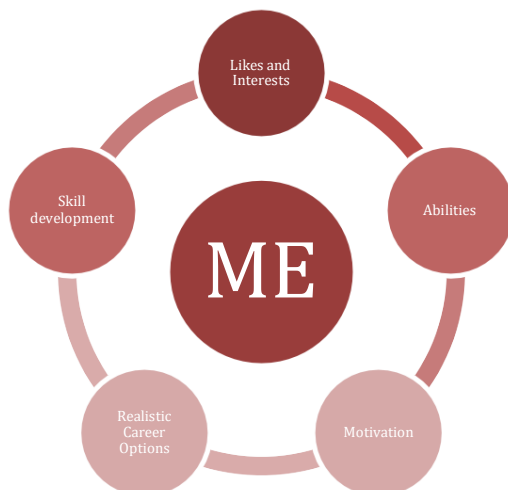
We look forward to meeting with students and their families at our Subject Selection evening in our school hall from 5.30 – 7 pm on Wednesday 22nd June, and again at the Subject Selection Interviews in Weeks 2 & 3 Term 3 to discuss their future learning plans and subject choices.

Yours sincerely,



Ruth Winfield
Principal

Key considerations for choosing courses



It is important that when looking at your subject selections that you **do not**:

- 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.

We plan on having interviews with parents and students in Term 3 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.

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. This should be a consideration when selecting your subjects.**

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, Year Advisors, Head Teachers, Classroom Teachers, and the Head Teacher Teaching & Learning.

You can see one of the following staff members to support your selection process:

- Deputy Principal – Miss Renee Gilbert
- Head Teacher, Teaching and Learning – Mrs Jess Holloway Fry
- Careers Adviser – Mrs Maree McNeil
- Year Advisor – Mr Steve Crossman
- Year Advisor – Ms Jaz Corr

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 they 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 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, the managing Deputy Principal and other support staff before making any decision.

Organisation of courses in the senior school

The senior curriculum is organised on the basis of *units of study*.

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).

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

Note: At Vincentia High School, students undertaking TAFE, eVET or SBATs may be studying additional units to the minimum requirement of twelve units.

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.

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, 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.

HSC minimum standard

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website.

Students who do not meet the HSC minimum standard can still:

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

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

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

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

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

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

At Vincentia High School – information regarding the HSC minimum standard can be found by speaking to Mrs Raftery in the Learning and Support Staffroom.

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.

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.

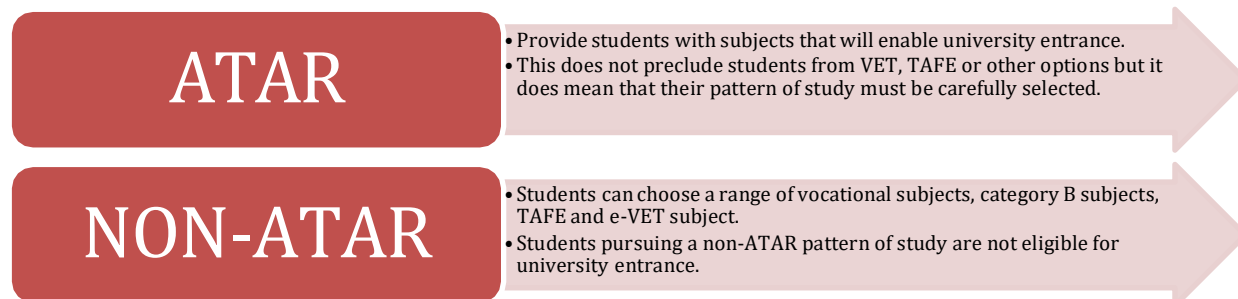
Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 & 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning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

Pattern of Study

Students can create a pattern of study that works for them and their needs beyond school. Depending on intended post school destination, students can choose an ATAR pathway or a Non-ATAR pathway. There are advantages to both pathways and a pattern of study can be selected to suit these.



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.

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.

Year 11 courses offered at Vincentia High School

Faculty	Course	Units
English	English Studies	2
English	English Standard	2
English	English Advanced	2
English	English Extension 1 (only eligible to students studying English Advanced)	1
English	Drama	2
CAPA	Music 1	2
CAPA	Photography (non-ATAR)	2
CAPA	Visual Arts	2
CAPA	Visual Design (non-ATAR)	2
HSIE	Aboriginal Studies	2
HSIE	Ancient History	2
HSIE	Business Studies	2
HSIE	Geography	2
HSIE	Legal Studies	2
HSIE	Modern History	2
HSIE	Society and Culture	2
Languages	French Beginners	2
Mathematics	Mathematics Numeracy	2
Mathematics	Mathematics Standard	
Mathematics	Mathematics Advanced	2
Mathematics	Mathematics Extension 1 (only eligible to students studying Mathematics Advanced)	1
PDHPE	Community and Family Studies (CAFS)	2
PDHPE	Dance	2
PDHPE	Exploring Early Childhood (non-ATAR)	2
PDHPE	Personal Development, Health and Physical Education (PDHPE)	2
PDHPE	Sport, Lifestyle and Recreation (non-ATAR)	2
Science	Investigating Science	2
Science	Biology	2
Science	Chemistry	2
Science	Earth and Environmental Science	2
Science	Physics	2
TAS	Design and Technology	2
TAS	Engineering Studies	2
TAS	Food Technology	2
TAS	Industrial Technology – Timber or Electronics (can only choose Timber or Electronics, not both)	2
TAS	Textiles and Design	2

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).

Industry Curriculum Frameworks (Category B)

Courses within Industry Curriculum Frameworks count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their ATAR. While all Category B courses count towards an HSC, you can only count 2 units of Category B courses in the calculation of an ATAR.

Category		Units
B	Certificate II in Construction Pathways	2
B	Certificate II in Kitchen Operations	2
B	Certificate I in Engineering (non-ATAR)	2
B	Certificate II Business	2
N/A	VET Enrolment Form	



ENGLISH

English Studies

English Standard

English Advanced

English Extension 1

Drama

English Studies – 2 Units

Board Developed Course

Optional examination for HSC ATAR inclusion

Course description

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

What students learn:

Across the English Studies Stage 6 course students are required to study:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

Year 11 course

Students are required to:

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

Year 12 course

- Students are required to:
- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.
- In addition, students in Year 12 only are required to:
- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

English Standard – 2 Units

Board Developed Course

Course description

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

What students learn:

Year 11 course

Course requirements

Across the English Standard Stage 6 course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.
- Year 11 course
- Students are required to study:
 - one complex multimodal or digital text in Module A , Contemporary Possibilities. This may include the study of film.
 - one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
 - a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
 - a wide range of additional texts and textual forms.

Year 12 course

- Students are required to study:
 - at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
 - at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
 - at least one related text in the Common module: Texts and Human Experiences.

English Advanced – 2 Units

Board Developed Course

Course description

In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

What students learn:

Across the English Advanced Stage 6 course students are required to study:

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

Year 11 course

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional texts and textual forms.
- Year 12 course

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry OR drama. The remaining text may be film or media or a nonfiction text OR may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences.

English Extension – 1 Unit

Board Developed Course

Course description

The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

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

What students learn

Year 11 course

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.

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

Year 12 course

English Extension 1

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.

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 – 1 unit

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

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

Course requirements

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

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

Students are required to:

complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)

Drama – 2 Units

Board Developed Course

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

Visual Arts

Visual Design

Music 1 – 2 Units

Board Developed 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.³

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 Units

Board Developed Course

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

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 Units (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

Geography

Legal Studies

Modern History

Society and Culture

French Beginners

Aboriginal Studies – 2 Units

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 undertake consultation with Aboriginal communities and 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.

What students learn

Preliminary course

- Part I: Aboriginality and the Land
 - a) Aboriginal Peoples' relationship to Country
 - b) Dispossession and dislocation of Aboriginal Peoples from Country
 - c) Impact of British colonisation on Country
- Part II: Heritage and Identity
 - a) The Dreaming and cultural ownership
 - b) Diversity of Aboriginal cultural and social life
 - c) Impact of colonisation on Aboriginal cultures and families
 - d) Impact of racism and stereotyping
- Part III: International Indigenous Community: Comparative Study
 - a) Location, environment and features of an international Indigenous community
 - b) Comparison of the key experiences of the international Indigenous and an Australian
 - c) Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- Part IV: Research and Inquiry Methods: Local Community Case Study
 - a) 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
 - (a) Global Perspective: Global understanding of human rights and social justice AND
 - (b) Comparative Study: 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
 - (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 : Choice of project topic based on student interest.

Course requirements

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

Ancient History – 2 Units

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.

What students learn

Year 11 course

The Year 11 course comprises three sections.

- Investigating Ancient History
- Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies
- Features of Ancient Societies
- Students study at least two ancient societies
- Historical Investigation
- Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12 course

- The Year 12 course comprises four sections.
- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- One ‘Ancient Societies’ topic
- One ‘Personalities in their Times’ topic
- One ‘Historical Periods’ topic
- Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course requirements

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

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

The course requires study from at least TWO of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

See the Ancient History Stage 6 syllabus for further information regarding course requirements.

Business Studies – 2 Units

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 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.

What students learn

Preliminary course

- Nature of business: The role and nature of business
- Business management: The nature and responsibilities of management
- Business planning: Establishing and planning a small to medium enterprise

HSC course

- Operations: Strategies for effective operations management
- Marketing: Development and implementation of successful marketing strategies
- Finance: Financial information in the planning and management of business
- Human resources: Human resource management and business performance

Course requirements

See the Business Studies Stage 6 syllabus for information regarding course requirements.

Geography – 2 Units

Board Developed Course

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.

What students learn

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.

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.

See the Geography Stage 6 syllabus for further information regarding course requirements.

Legal Studies – 2 Units

Board Developed Course

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.

What students learn

Preliminary course

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

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
- Core Part II: Human Rights
- Part III: Two options

a) 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.

Modern History – 2 Units

Board Developed Course:

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 from 1919 to 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.

What students learn

Year 11 course

The Year 11 course comprises three sections.

- Investigating Modern History
- Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.
- Historical Investigation
- The Shaping of the Modern World
- 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 course

The Year 12 course comprises four sections.

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

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

Society and Culture – 2 Units

Board Developed Course:

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).

What students learn

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.

Course requirements

Completion of the Personal Interest Project.

See the Society and Culture Stage 6 syllabus for further information regarding course requirement

French Beginners – 2 Units

Board Developed Course

Course description

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in [Language]. Topics covered provide contexts in which students develop their communication skills in [Language] and their knowledge and understanding of language and culture

What students learn

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

Students' skills in, and knowledge of the chosen [Language] 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 the chosen [Language] -speaking communities through the study of a range of texts.

Preliminary

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in the chosen [Language].

HSC

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in the chosen [Language].

Topics

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



MATHEMATICS

Mathematics Standard

Mathematics Advanced

Mathematics Extension 1

Numeracy

Mathematics Standard – 2 units

Board Developed Course

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 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.

Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

What students learn

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 Advanced – 2 Units

Board Developed Course

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

Course description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

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.

What students learn

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– 1 Unit

Board Developed Course

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 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.

Course description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

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.

What students learn

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 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.

Numeracy – 2 Unit

Content Endorsed Course

It is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills and would not benefit from studying this course.

Course description

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

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.

What students learn

The study of Numeracy in Stage 6 enables students to build on 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.

Year 11 course	Year 12 course
<p>The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.</p> <p>Module 1:</p> <ul style="list-style-type: none"> ▪ 1: Whole numbers ▪ 2: Operations with whole numbers ▪ 3: Distance, area and volume ▪ 4: Time ▪ 5: Data, graphs and tables <p>Module 2:</p> <ul style="list-style-type: none"> ▪ 1: Fractions and decimals ▪ 2: Operations with fractions and decimals ▪ 3: Metric relationships ▪ 4: Length, mass and capacity ▪ 5: Chance 	<p>The Numeracy Year 12 course content comprises 2 modules. The modules are divided into content areas.</p> <p>Module 3:</p> <ul style="list-style-type: none"> ▪ 1: Percentages ▪ 2: Operations with numbers ▪ 3: Finance ▪ 4: Location, time and temperature ▪ 5: Space and design <p>Module 4:</p> <ul style="list-style-type: none"> ▪ 1: Rates and ratios ▪ 2: Statistics and probability ▪ 3: Exploring with NRMT



LEARNING FOR LIFE



PDHPE

Community and Family Studies

Dance

Exploring Early Childhood

PDHPE

Sports, Lifestyle and Recreation



Community and Family Studies (CAFS) – 2 Units

Board Developed Course

Course description

Community and Family Studies Stage 6 syllabus 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.

What students learn

Through the study of the Community and Family Studies course, students learn to develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, families and communities

Preliminary course

Resource Management (20%): Basic concepts of the resource-management process

Individuals and Groups (40%): The individual's roles, relationships and tasks within and between groups

Families and Communities (40%): Family structures and functions, and the interaction between family and community

HSC course

Research Methodology (25%): Research methodology and skills culminating in the production of an Independent Research Project

Groups in Context (25%): The characteristics and needs of specific community groups

Parenting and Caring (25%): Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society

Dance – 2 Units

Board Developed Course

Course description

Students undertake a study of Dance as an artform. While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance.

What students learn

Preliminary course

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.

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.

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 Units

Content Endorsed Course

Course description

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

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

What students learn

Through the study of Exploring Early Childhood, students learn to develop:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

Course requirements

The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course.

The time allocated to each optional module is flexible within the range of 15–30 hours depending on the number of units for the course and the way in which the course is delivered.

A table available on the below website explains the requirements for the 1 unit or 2-unit course, depending on the way in which the course is delivered.*

* <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/course-descriptions>

Personal Development, Health and Physical Education – 2 Units

Board Developed Course

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.

What students learn

Through the study of the PDHPE course, students learn to develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

Course requirements

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.

The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

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

Content Endorsed Course

Course description

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

What students learn

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

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

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

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

Course requirements

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered.

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



SCIENCE

Investigating Science

Biology

Chemistry

Earth and Environmental Science

Physics

Investigating Science 2 units

Board Developed Course

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.

What students learn

Year 11 course

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 course

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

Biology – 2 Units

Board Developed Course

Course description

The Year 11 course investigates cellular structure and provides a basis 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 on 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.

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

What students learn

Year 11 course

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 course

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 Units

Board Developed Course

Course description

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

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

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.

What students learn

Year 11 course

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 course

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

Earth and Environmental Science – 2 Units

Board Developed Course

Course description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations 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.

What students learn

Year 11 course

- 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 course

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.

Physics – 2 Units

Board Developed Course

Course description

The Year 11 course develops students' 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 introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

What students learn

Year 11 course

The Year 11 course consists of four modules:

- Module 1 Kinematics
- Module 2 Dynamics
- Module 3 Waves and Thermodynamics
- Module 4 Electricity and Magnetis

Year 12 course

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 Units

Board Developed Course

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.

What students learn

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, work 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.

Course requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

Engineering Studies – 2 Units

Board Developed Course

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.

What students learn

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
- Engineered 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.

Course requirements

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.

Food Technology – 2 Units

Board Developed Course

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.

What students learn

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%)

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- 2 units

Board Developed Course

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.

Focus Areas

- Electronics Technologies
- Timber Products and Furniture Technologies.

What students learn

Preliminary course

The following sections are taught on the relevant focus area:

- Industry Study (15%)
- Design (10%)
- Management and Communication (20%)
- Production (40%)
- Industry Related Manufacturing Technology (15%)

HSC course

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

- Industry Study (15%)
- Major Project (60%)
 - a) Design, Management and Communication
 - b) Production
- Industry Related Manufacturing Technology (25%)

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 Units

Board Developed Course

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 include 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).

What students learn

Preliminary course

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

HSC course

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

Course requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study of 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 Textile, Clothing, Footwear and Allied Industries.



VET

Certificate II
Construction Pathways

Certificate II Kitchen Operations

Certificate II in Engineering

Certificate II in Business

Information for Students Undertaking School Delivered VET Courses

The Wagga Wagga Registered Training Organisation (RTO) 90333 is responsible for Vocational Education and Training (VET) courses delivered in NSW public schools.

VET courses offer dual accreditation and students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and a nationally accredited qualification, Certificate or Statement of Attainment.

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR).

Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

NESA Board Endorsed VET Courses do not have a HSC Examination cannot be used towards an ATAR.

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

Optional External HSC Examination

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.

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 include those practical in nature and reflect the type of tasks that would be required to be performed in the workplace and written tasks that 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 and practical demonstrations. Students are deemed either competent or not competent following an assessment.

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

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.

Students must complete a VET induction in class at the commencement of the course. Students sign a student declaration to confirm that they have completed the induction as part of their enrolment procedures. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures (RPL), credit transfer (CT), assessment procedures, and information regarding student rights and responsibilities. Students are able to refer to the RTO’s Student Guide for VET process and procedure information.

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 and on the course information sheet.

VET Enrolment

All students enrolled in a VET course must complete the RTO VET Enrolment Form as part of the subject selection process. LLN testing is incorporated the enrolment process.

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 (CT) is available to students who produce evidence of achievement of competency from another RTO. Schools will seek RTO advice on how this CT evidence is to be validated. RPL may also be available to students who can provide sufficient evidence of skills attained previously. RPL applications must be completed on enrolment or before training. Students seeking RPL should follow the RPL procedure 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. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

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.

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

Unique Student Identifier

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI) on enrolment.

The USI provides easy access through an online account to all VET training records and results throughout life.



2023 CONSTRUCTION COURSE DESCRIPTOR
CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards
CPC20120 Certificate II in Construction
 Public Schools NSW Wagga Wagga, RTO 90333

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

Course: **Construction**
 Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank(ATAR)

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) <https://training.gov.au/Training/Details/CPC20220> and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20120> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

Units of Competency

Core Units

CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCOM1015	Carry out measurement and calculations

Refer to the TAS for the qualification packaging rules.

Elective Units

CPCCCM1011	Undertake basic estimation and costing
CPCCOM2001	Read and interpret plans and specifications
CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCM2006	Apply basic levelling procedures
CPCCCM2005	Use construction tools and equipment
CPCCWHS1001	Prepare to work safely in the construction industry

Option 1	CPCCBL2001 Handle and prepare bricklaying and blocklaying materials CPCCBL2002 Use bricklaying and blocklaying tools and equipment
Option 2	CPCCFW2002 Use wall and floor tiling equipment CPCCFM2013 Undertake basic installation of wall tiles
Option 3	CPCCFJ2001 Assemble components CPCCFJ3004 Manufacture and assemble joinery components

White Card

CPCCWHS1001 - Prepare to work safely in the construction industry.
The General Construction Induction Training (White Card) will be delivered as part of this course.

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.
 A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. | <ul style="list-style-type: none"> • This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction. |
|--|--|

Examples of occupations in the construction industry:

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites | <ul style="list-style-type: none"> • Carpentry • Joinery | <ul style="list-style-type: none"> • Bricklaying • builder's labourer. |
|--|--|--|

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - \$TBC HSC - \$TBC
School Specific equipment and associate requirements for students

Refunds
 Refund Arrangements on a pro-rata basis.
 Please refer to your school refund policy

A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



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

Course: Hospitality
 Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
 Category B for Australian Tertiary Admission Rank(ATAR)

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20416 Certificate II in Kitchen Operations (Release 1) <https://training.gov.au/Training/Details/SIT20416>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a kitchen operations environment. They should be able to use a personal digital device including a personal computer or laptop.

Units of Competency

Core

BSBWOR203	Work effectively with others
SITXFSA001	Use hygienic practices for food safety
SITXWHS001	Participate in safe work practices
SITXINV002	Maintain the quality of perishable items
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment

Electives

SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry
SITHCCC003	Prepare and present sandwiches
SITHCCC002	Prepare and present simple dishes
BSBSUS201	Participate in environmentally sustainable work practices
SITHCCC006	Prepare appetisers and salads

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

Working within the hospitality industry involves <ul style="list-style-type: none"> ▪ organising information and records in both paper and electronic forms ▪ customer (client) service 	<ul style="list-style-type: none"> ▪ teamwork ▪ using technologies ▪ creating documents
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Examples of occupations in the kitchen operations industry:

- breakfast cook
- fast food cook
- take-away cook
- catering assistant
- sandwich hand
- function cook

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - \$TBC HSC - \$TBC
School Specific equipment and associate requirements for students

Refunds
 Refund Arrangements on a pro-rata basis.
 Please refer to your school refund policy

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

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



2023 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTOR
MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413
Certificate II in Engineering Pathways
 Public Schools NSW, Wagga Wagga RTO 90333

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

Course: **Manufacturing and Engineering - Introduction**
 Board Endorsed Course **240 hour**

2 or 4 Preliminary and/or HSC units in total
There is not an Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> and <https://training.gov.au/Training/Details/MEM20413> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

Units of Competency

Core

MEM13015 Work safely and effectively in manufacturing and engineering
 MEMPE006A Undertake a basic engineering project
 MEMPE005A Develop a career plan for the engineering and manufacturing industry

Electives:

MEM16006 Organise and communicate information
 MEM11011 Undertake manual handling
 MEM12024 Perform computations
 MEM18001 Use hand tools
 MEM18002 Use power tools/hand held operations
 MEM16008 Interact with computing technology
 MEM07032 Use workshop machines for basic operations
 MEMPE001A Use engineering workshop machines
 MEMPE002A Use electric welding machines
 MEMPE004A Use fabrication equipment

Refer to the TAS for the qualification packaging rules.

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

Pathways to Industry - Skills gained in this course transfer to other occupations

This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.

Examples of occupations in the Manufacturing and Engineering industry:

- fitter
- machinist
- refrigeration and air conditioning mechanic
- toolmaker
- maintenance fitter

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - \$TBC HSC - \$TBC
School Specific equipment and associate requirements for students

Refunds

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

A school-based traineeship is NOT available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2023 Course Descriptor MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways
 Public Schools NSW, Wagga Wagga RTO 90333 V1.2 Updated March 2022

Disclaimer: If you require accessible documents, please contact your VET coordinator for support

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

Course: **Business Services**
 Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business (Release 1) <https://training.gov.au/training/details/bsb30120>.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students must complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.

Units of Competency

Core

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

Refer to the TAS for the qualification packaging rules.

Electives

BSBTEC202	Use digital technologies to communicate in the work environment
BSBTEC303	Create electronic presentation
BSBOPS201	Work effectively in business environments
BSBINS302	Organise workplace information
BSBTEC301	Design and produce business documents
BSBTEC201	Use business software applications
BSBPEF301	Organise personal work priorities

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

- | | |
|--|--|
| <ul style="list-style-type: none"> • working within the business services industry involves customer (client) service • using technology to organise information | <ul style="list-style-type: none"> ▪ creativity ▪ critical thinking ▪ problem solving |
|--|--|

Examples of occupations in the business services industry:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • medical administration • clerical worker | <ul style="list-style-type: none"> • office administration • receptionist | <ul style="list-style-type: none"> • information desk operator • records and information administration |
|---|---|---|

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - \$TBC HSC - \$TBC
School Specific equipment and associated requirements for students

Refunds

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

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

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