



Preliminary and HSC

Course Selection

Guidelines

2023 - Preliminary

2024 – HSC



Goulburn High School Senior Secondary Course Selection

Goulburn High School believes in promoting choice and opportunity for students. With our innovative Senior School structure all senior school students have the opportunity to gain a HSC qualification. Students selecting a more academic pathway have the option to gain a HSC Certificate while students taking alternative pathways also have the opportunity to gain credentials at various exit points. With the increase in subject selection students have a greater chance studying a selected subject therefore increasing student engagement and commitment towards their work.

This booklet outlines the subjects that Goulburn High School can offer. Obviously, not all courses will have a class established as the formation of a class is based on a critical mass of students selecting that subject.

When students are making their subject choices, I ask that they consider a few points:

- If you wish to gain an ATAR you need to be more selective in your subject selection.
- Consider selecting subjects you are good at and enjoy.
- Select subjects you have the ability to do.
- Think about what you want to do when you leave school and how different subjects can help you get there.
- Consider your overall subject selection to see if you have a good balance.
- Talk to a range of people to help you make your choices.
- Do NOT select subjects based on what your friends are doing.
- Do NOT select subjects based on who you think will be teaching them.

The decisions you make need to be based on making the best choice for you to prepare you for the future you want.

I look forward to being part of this very exciting journey you are undertaking.

Mr Yogesh Mani
Principal



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General Information

This is your introduction to the HSC and the options available

More information is contained in the NESA website www.educationstandards.nsw.edu.au.

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

School Leaving Age

Under the NSW Education Act, all NSW students must complete Year 10. After Year 10 and until the age of 17 all students who complete Year 10 must be in:

- school, or registered for home schooling
- approved education or training OR
- full-time, paid employment (average 25 hours/week) OR a combination of these
- in a combination of these.

Who is eligible for the Higher School Certificate?

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- complete **HSC: All My Own Work** (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the **HSC minimum standard of literacy and numeracy** within five years of starting your HSC course.

Certain patterns of study and course requirements apply

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC examination. There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about **eligibility, rules and prerequisites** on our website.

For ***Preliminary students***, an “N” determination in a course may mean that the student is unable to proceed to the Higher School Certificate course as the Preliminary course has not been completed. The student will also be ineligible for the award of the Higher School Certificate if the 12 Preliminary units of study required for the Higher School Certificate are not completed. Only courses successfully completed will be listed on the Record of Achievement.

Depending upon the number of units and pattern of courses a ***Higher School Certificate*** student is presenting, an “N” determination in a single course may impact on the student’s eligibility for the award of the Higher School Certificate. If the student is not eligible for a Higher School Certificate, the Record of Achievement will list only those courses satisfactorily completed.

HSC Minimum Standards of Literacy and Numeracy

You need reading, writing and maths skills for everyday life after school. This why you are required to demonstrate a minimum standard of literacy and numeracy to receive the HSC.

To make sure you have the basics right, and show you meet the minimum standard, you need to pass short online tests of everyday reading, writing and maths skills. Students need to meet the HSC minimum standard to receive the HSC. To show you meet the standard they need to:

- pass the online reading test and
- pass the online writing test and
- pass the online numeracy test.

The tests will be available to take at school up to 4 times a year in Year 10, Year 11 or Year 12, and even after the HSC. Sample questions and answers are available online, as well as practice tests and advice from students who have completed the tests. The school will help you decide when you are ready to take each test.

This handbook contains information relevant to subject choices, as well as expectations and procedures for senior schooling. It is recommended that senior students at Goulburn High School retain this handbook for reference during their HSC study.

What are Goulburn High School's expectations of senior students?

- lead by example by meeting the responsibilities and showing the commitment required of a full-time student, balancing part time work and sporting commitments
- strive for academic excellence
- attend all lessons
- be punctual
- respect our teachers and the educational opportunities they provide for students
- positively participate in learning experiences
- set goals and achieve them with determination
- be good role models with positive attitudes
- gain respect from the younger students, and encourage them to give respect to teachers
- set a good example for other students about good behaviour, encouraging students to behave sensibly and supporting appropriate behaviour
- provide trustworthy and reliable leadership
- encourage correct uniform and tidiness, by wearing the uniform correctly
- demonstrate a commitment to the school, through leadership activities which can improve the community's view of the school
- show respect for and support all school rules
- be respectful, responsible and caring, respecting others, teachers and the public
- participate in academic and sporting events and extra-curricular activities, representing the school in sporting and academic events, outside and inside school hours
- espouse the values of public education: care and compassion; doing your best; fair go; freedom; honesty and trustworthiness; integrity; respect; responsibility; understanding; tolerance and inclusion.

Some Important Terms

Preliminary Courses	These courses are usually completed in the first three terms of Year 11. Students must complete the requirements of the Preliminary HSC in all courses in order to receive the HSC. Grades are allocated for each subject completed in the Preliminary Course. This document is part of the RoSA credential and is only issued on application or when a student leaves school.
HSC Certificate Record of Achievement	This is the qualification awarded to those who complete the requirements of the HSC. Students must have completed the Preliminary Course subject requirements before they can commence the HSC Course. The HSC Course is usually completed in Term 4 Year 11 and Year 12. Students will receive a HSC Testamur and a transcript of the results for courses completed in the HSC Course. Students who do not meet the requirements of the HSC will receive a Record of Achievement.
ATAR	The Australian Tertiary Admission Rank (formerly the UAI) is a rank calculated by universities, based on a student's performance in the HSC, and is used to determine eligibility for university courses. <i>Other criteria such as portfolio, interview, audition or questionnaire may also be taken into account for certain courses in conjunction with the ATAR.</i>
Board Developed Course (BDC)	These courses are developed by NESA. The syllabus for each course contains: course objectives, structure, content and outcomes; specific course requirements; and assessment requirements. <i>Students must study at least 6 units of Board Developed Courses</i> in the Preliminary and HSC Courses, if they wish to qualify for the Higher School Certificate testamur. These courses are examined externally and can count towards the calculation of the ATAR. Results from the best 10 units will be used to calculate the ATAR.
Category A and B	Board Developed Courses are classified by the universities as <u>Category A</u> or <u>Category B</u> . Only one Category B course can be included in the calculation of the ATAR . 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. Board Developed Courses are delivered at school and at TAFE. Category B subjects have optional external examinations for students who want the course to be used in the ATAR calculation.
Board Endorsed Course (BEC)	Board Endorsed Courses have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the Board Developed Courses. These courses are written by NESA and examined by the school . Some Endorsed Courses are <u>one-year</u> courses. There is no external examination for Endorsed Courses, but all Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement, reported as either a greater or assessment mark /100. Endorsed Courses do not count in the calculation of the ATAR. Endorsed Courses are delivered at school and at TAFE.

Vocational Education and Training (VET)	<p><i>Vocational Education and Training (VET) Courses</i> may be either <i>Board Developed</i> or <i>Board Endorsed</i>. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace, as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers. Students may sit the optional exam in a Board Developed VET course for the calculation of the ATAR, however only one 240-hour VET course in any framework can contribute towards the ATAR.</p>
EVET Courses	<p><i>Externally Delivered Vocational Education Courses (EVET)</i> follow the same principles as VET courses, however, they are delivered by other Training Organisations including TAFE. They allow students in their Preliminary year and/or HSC year to study selected vocational subjects while completing the HSC. Classes may be delivered at Goulburn TAFE campus each week, usually on a Tuesday afternoon or they may be delivered online, or using a blended delivery mode. As a result students may have study periods during the week when they will be expected to catch up on work from any lessons missed. As with VET courses, only one Board Developed Course can be used in the calculation of an ATAR, if students sit the optional exam.</p>
Life Skills Courses	<p>Stage 6 (Years 11 and 12) Life Skills courses will be 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 and 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.</p>
Unit	<p>All courses offered for the Higher School Certificate have a unit value. Courses may have a value of 1 unit or 2 units. Students must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.</p>
2 Unit Courses	<p>This is the unit value of most courses. All Board Developed Courses are 2 Unit courses and equate to 240 hours of study, 120 hours each in the Preliminary and HSC Years.</p> <p>A 2 Unit Board Developed Course has a numerical value of 100 marks which is reported on your HSC Record and is used to calculate the ATAR if required.</p>

1 Unit Courses	1 unit equals approximately 2 hours of class time each week or 60 hours per year. 1 unit courses offered by Goulburn High School are extension courses in a variety of subject areas.
Extension Courses	<p>Extension courses are one unit courses which build on the content of a 2 unit course, requiring students to work beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics, History, and Science. Extension courses have a numerical value of 50 marks which can be used in the calculation of the ATAR.</p> <p>English and Mathematics Extension courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course in these subjects before proceeding to the two HSC Extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.</p> <p>HSC extension courses in History and Science are offered and examined in Year 12 only.</p>
Pathways	You may accumulate courses towards the Higher School Certificate over a period of up to five years. All Preliminary and HSC course requirements must be met before the HSC is awarded. Further information is available from your Careers Adviser.
SBATs	<p><i>School-based Apprenticeships & Traineeships</i> are available in a range of HSC VET & TVET courses. SBATs can only be completed while students are still at school as part of the HSC. SBATs prepare students for a career in a particular industry providing a training wage and skills training both on-the-job and off-the-job at school, TAFE NSW or a private training provider.</p> <p>The school's Careers Adviser has more information on SBATs.</p> <p>* Industry-Based Learning is a 240 Hour (2 unit x 2 years) Stage 6 Board Endorsed Course which is available for students completing an SBAT.</p>
Exclusions	In meeting the requirements for the 12 Preliminary or 10 HSC units you may not study more than 6 units of Science , including Biology, Chemistry, Physics, Earth and Environmental Science and Investigating Science.

What is VET/EVET Mandatory Work Placement?

The completion of mandatory work placement is required for satisfactory completion of all Board Developed VET/EVET courses and some Board Endorsed VET/EVET course. Non-completion of work placement is grounds for the withholding of the course, which means non-completion thus impacting on a student's HSC eligibility.

Students who undertake a 240-hour course and then decide to exit the course at the end of the Preliminary Course must have satisfied the 120-hour course requirements and completed a minimum of 35 hours of work placement to be credentialed for the Preliminary or HSC 120-hour course.

Subject Selection Support

Why is it important to choose your subjects carefully?

- Choosing subjects you are interested in and like studying makes your life at school more *enjoyable*.
- Choosing subjects that match your level of ability makes your school life *rewarding*.
- Choosing subjects you are interested in and that match your level of ability will lead to *better results* and *greater success* at HSC level.
- Choosing subjects which will increase your chances of success in employment and training when you have finished school will increase your motivation to study.

“Choose what you do well”

If you wish to enter the workforce after leaving school:

- The subjects you choose in the senior school may influence the career direction you take.
- The subjects you take may encourage an employer to select you for a particular job, and may give you recognised qualifications before you enter that field of work.

If you wish to continue with your education and training:

- The completion of subjects in the senior school will increase your knowledge and skills in many areas, including your ability to learn and complete further study.
- Successful completion of the HSC is an indication to employers of your level of commitment and ability to study.
- If you continue training in a VET or EVET course that you commenced during the HSC, you may receive advanced standing which means that you do not repeat any subjects that you have successfully completed.
- If you have completed a school based traineeship, you will have evidence of successful employment and qualifications in that area and your employer may give you a full-time position.
- If you have commenced a school based apprenticeship you will continue your employment and training as a second year apprentice.
- The subjects you take may encourage an employer to select you for a particular job.

A Subject Selection Evening will be held on **Wednesday 3 August, 2022** between **5.00 pm - 7.00 pm**. Online Subject selections due by **11.59 pm, Sunday 7 August, 2022** and a paper copy of the form will be collected in Roll Call on **Tuesday 9 August, 2022**.

If you wish to study at university after leaving school:

- Most tertiary courses at university use the Australian Tertiary Entrance Rank (ATAR) to compare students for selection into courses. This is calculated for each student by totalling the best 10 scaled units of Board Developed Course results from your Higher School Certificate. Your ATAR score may determine which courses you may be eligible to apply for.
- Particular school subjects are often “assumed knowledge” for studying certain university courses. You may find university courses very difficult if you don’t have this subject knowledge.
- Some university courses also have recommended subjects. These are courses that you may complete to support your university studies.
- If you have a particular course or field in mind you should be researching the current course and ATAR requirements to ensure that you make informed choices.

Can I change subjects / courses?

It is not advisable to have the attitude that you can “try out” subjects and change them if you don’t like them. It is wiser to find out as much as you can about courses before you select them. *Changing subjects should not be taken for granted.*

Consideration should be given to the following:

- The subject you wish to change to may not have vacancies
- The subject you wish to do may not be running due to insufficient numbers during the selection process
- There may be too much work to make up.

Students are required to undertake a Pattern of Study which includes the correct number of units. Students may jeopardise their eligibility for the Preliminary and HSC courses if they alter their pattern of study or absent themselves from a course without the approval of the Year Adviser and Head Teacher. As a general rule students should not be looking to change subjects after Week 6 of Term 1 of the Preliminary year. Any student who wishes to change courses or subjects will need to consult with the Careers Adviser, Year Adviser, Head Teachers, Deputy Principal and Principal.

Who can help you with your subject choices?

Your subject teachers and Head Teachers can advise you on the levels of which you are capable, course content, and course requirements in terms of exams, assessments and practical work. Your Careers Adviser can help you gain information on requirements for tertiary study and employment, on the relationship of your school study with the world of work, and general assistance in your decision making.

Your EVET coordinator can help you with information about TVET courses and requirements.

What research do I need to do?

- Complete your Education and Training Pathways Plan in Work Education
- Discuss subject content and requirements with senior subject teachers
- Ask questions / take notes at the subject evening
- Investigate career and employment opportunities and appropriate training courses at university, TAFE, private colleges, and “on-the-job” training. To do this you can ask the Careers Adviser for assistance.
- Read the following books to gain specific information:
 - *Universities Admission Centre (UAC) Guide; UAC 2020 Year 10 Booklet*
 - *Job Guide*
- Talk to employers and tertiary personnel

Some useful Websites to support career planning

<https://goulburnhighcareers.com/>

This site has a Parent specific section with great information. Students with their own account can access the Student Secure area to generate resumes, cover letters and complete a range of Career planning and development activities.

<https://www.jobjump.com.au/>

Job Jump is especially useful for students in Year's 10-12, as they can plan and store post school course details, and it has a fabulous course finder for University options. Students will generally create an account in Year 10 at subject selection time. You could also create an account as if you were the student to access the full range of services – Go to I'm New – find Goulburn High School and the password is Goulburn.

<https://www.aapathways.com.au/> & <https://www.training.nsw.gov.au/index.html>

For information on Apprenticeship and Traineeship options

<https://www.yourcareer.gov.au/get-career-ideas/>

This Federal Government funded site provides great advice for students planning their careers and also support and guidance for students preparing to leave school

<https://www.courseseecker.edu.au/> & <https://www.compared.edu.au/>

For exploring University Course options – Australia wide

<https://www.uac.edu.au/future-applicants/year-10-students>

University Admission Centre (UAC) have some great information about NSW university options, and understanding subject selections. Booklets are also available from Mrs Kennedy which outline HSC course suggestions and requirements for students considering University study.



Creative and Performing Arts

Dance

Head Teacher:
Mr Eddie Teague
eddie.teague@det.nsw.edu.au

Music

Head Teacher:
Mr Thady O'Connor
thady.oconnor@det.nsw.edu.au

Drama

Head Teacher:
Mrs Anju Mani
anju.mani@det.nsw.edu.au

Visual Arts

Head Teacher:
Mr Mark White
mark.white27@det.nsw.edu.au

Preliminary and HSC Courses

Dance

Drama

Entertainment Industry (Live Production and Services) (VET) Page 60

Music 1

Photography, Video and Digital Imaging

Visual Arts

Dance

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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Dance is designed for students to experience, understand and value dance as an artform through the study of the performance, composition, and appreciation of dance.

The course enables students to develop the knowledge, understanding and skills in:

- Physically preparing the body to dance (Dance Technique) and the application and demonstration of knowledge, understanding and skills in 'Dance'/'Work'
- The theories, principles, processes, and practices of dance composition
- The study of seminal artists and works for their contribution to the development of dance

Main Topics Covered

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 of 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.

Other considerations:

Fees: \$40 per year

Other costs: Depending on nature of major works, students may need to purchase additional equipment/materials.

Drama

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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2 units for each of Year 11 and HSC.

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

Year 11 course content

Comprises of an interaction between the components of Improvisation, Play Building 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 content

Australian Drama and Theatre and Studies in Drama and Theatre involve 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.

Group Performance

Three to six students create a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

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 Covered

Australian Drama and Theatre (Core Content)
Studies in Drama and Theatre
Group Performance (Core Content)
Individual Project

Course Requirements

The Year 11 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 HSC Group Performance, the published *Course Prescriptions* include a topic list which is used as a starting point. Each student will collaborate with a group to devise, and perform in, a piece of original theatre for the Group Performance.

Each student must also complete an Individual Project for the HSC. Students will undertake a project in one of the following areas: Critical Analysis or Design or Performance or Scriptwriting or Video Drama. 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. **Note:** There may be a cost involved in the preparation and production of the Individual Project.

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 also undertake a written examination for the HSC. Students selecting Drama are required to keep a log book of the development of each of the components Group Performance and Individual Project.

Music 1

Preliminary & HSC 2 Units	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.	Board Developed Course Category A
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Main Topics Covered

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.

Other considerations:

Equipment: * Your own instrument or a hired instrument for practising at home. (Vocalists excepted)
 * A sound system for aural work / practice at home.
 Extra-curricular: It is expected that students involved in the course be involved in some music extra-curricular activity e.g. choir, band, small ensemble.

Cost: \$20 Year 11, \$20 Year 12

Other Costs: Regardless of your experience on your chosen instrument, it is strongly suggested you engage in private tuition for a time. Singers should also consider some private tuition.

Photography, Video & Digital Imaging

Preliminary & HSC 2 Units	EXCLUSIONS Nil Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	Content Endorsed
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Photography and its products are an integral part of our lives. We view significant events in snapshots and on the television news; we study pictures that figure prominently in newspapers and holiday brochures; we see satellite photographs of cloud cover on television weather reports; we know the surface of Mars and the moons of Jupiter from computer-enhanced images transmitted across space; we take x-ray photographs of our interiors to a doctor for interpretation; we use photocopiers and fax machines as standard office equipment.

Main Topics Covered

This course in Photography will allow students to:

- increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings;
- develop an understanding of the methods photographers use to build meanings;
- develop skills through the acquisition of the techniques of photography;
- use photography as a means of visual communications and a process to aid observation and analysis;
- Black and white photography will be part of the preliminary and HSC course;
- Digital Imaging will be a part of the preliminary and HSC course.

Particular Course Requirements

Cost: \$40 for the year: students require a USB minimum 2G and a digital camera.

Visual Arts

Preliminary & HSC 2 Units	EXCLUSIONS Nil Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	Board Developed Course Category A
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Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main Topics Covered

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' artwork, the world and audience in the artworld
- The frames and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Preliminary Course

- Artworks in at least 2 forms and use of a process diary
- a broad investigation of media in art criticism and art history

HSC Course

- development of a body of work and use of a process diary
- a minimum of 5 artist Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

Other considerations:

Fees: \$40 per year (Students will need to purchase a work diary).

Other costs: Depending on nature of major works, students may need to purchase additional equipment/materials.



English

Head Teacher:
Mrs Anju Mani
anju.mani@det.nsw.edu.au

Preliminary Courses

English Advanced
English Standard
English Studies
English Extension
Drama

HSC Courses

English Advanced
English Standard
English Studies
English Extension 1
English Extension 2
Drama

* *All students must study 2 Units of English for the HSC.*

Summary of English Courses

Key statements from the Stage 6 syllabus in English establish the primary role of English as central to the learning and development of all students.

To satisfy the compulsory English aspect of the HSC, there are four English courses: English Advanced, English Standard and English Studies.

English Studies is a Board Developed Course. It is for students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students seeking an alternative to the English Standard course, and who intend to proceed from school directly into employment or vocational training. Students of this course who wish to obtain an ATAR are required by the Universities Admission Centre (UAC) to sit the optional HSC examination.

English Standard is designed to allow students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The 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. There is no study of Shakespeare and the texts studied tend to be more contemporary than those in the Advanced Course.

English Advanced course is designed for students who have a particular interest and high ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. They will study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world. These texts will include Shakespeare as well as other classic texts.

Students in the Advanced course are eligible to apply for the English Extension One course which allows for a deeper and more specialised study of English. There is also the option of English Extension Two in Year 12 which requires students to produce a major work.

Life Skills course is available in English Studies.

English Advanced

Preliminary & HSC 2 Units	EXCLUSIONS English Standard, English Extension, English Studies	Board Developed Course Category A
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English Advanced is a course designed for students to become critical and sophisticated users of English and to develop their academic achievement through the study of complex texts.

Students undertake the challenge of higher order thinking to enhance their personal, Social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts, to develop their academic achievement through understanding the nature and function of complex texts.

In the Preliminary English Advanced Course students are required to experience:

- 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 culture of Asia
- a range of Australian texts, including by Aboriginal and/or Torres Strait Islander authors
- texts with a wide range of cultural, social and gender perspective
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

The HSC English Advanced course requires students to:

- complete the Year 11 course as a prerequisite
- complete the common module as the first unit of work
- complete Modules A, B and C over the course of the year
- closely study four prescribed texts, one drawn from each of the following categories:
 - Shakespearean drama
 - prose fiction
 - poetry or drama

The remaining text may be film, media or nonfiction text **or** may be selected from the categories above

- study ONE related text of their choosing in the Common Module: Texts and Human Experiences.

English Standard

Preliminary & HSC 2 Units	EXCLUSIONS English Advanced, English Studies, English Extension 1, English Extension 2 (Year 12 only)	Board Developed Course Category A
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English Standard supports students to become effective, creative, and confident communicators. Students study a wide range of literary and everyday texts to develop the knowledge and skills required to use language accurately and appropriately for a variety of purposes and situations.

For the Preliminary English Standard Course students are required to experience:

- 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 culture of Asia
- a range of Australian texts, including by Aboriginal and/or Torres Strait Islander authors
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

The HSC English Standard course requires students to:

- complete the Year 11 course as a prerequisite
- complete the common module as the first unit of work
- complete Modules A, B and Cover the course of the year
- closely study three types of prescribed texts, one drawn from each of the following categories:
 - prose fiction
 - poetry OR drama
 - film OR media OR nonfiction
- study ONE related text of their choosing in the Common Module: Texts and human Experiences

English Studies

Preliminary & HSC 2 Units	EXCLUSIONS Drama, English Advanced, English Standard, English Extension 1, English Extension 2 (Year 12 only)	Board Developed Course Category B
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English Studies is a Board Developed Course. It is for students who wish to refine their skills and knowledge in English and consolidate their literacy skills. This course is designed for students seeking an alternative to the English Standard course, and who intend to proceed from school directly into employment or vocational training.

Students of this course who wish to obtain an ATAR are required by the Universities Admission Centre (UAC) to sit the optional HSC examination.

Preliminary course structure

English Studies Modules	<u>Indicative hours</u>
Mandatory module - Achieving through English: English in education, work, and community	30 - 40 hours
An additional 2-4 modules to be studied	20 - 30 hours

HSC course structure

English Studies Modules	<u>Indicative hours</u>
Mandatory common module - Texts and Human Experiences	30 hours
An additional 2-4 modules to be studied	20 - 45 hours

English Extension 1 and 2

Preliminary & HSC 2 Units	EXCLUSIONS English Standard, English Studies English Advanced is a corequisite for English Extension 1 Preliminary English Extension is a prerequisite for HSC English Extension 1 and HSC English Extension 2	Board Developed Course Category A
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English Extension 1 is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

Students undertaking Extension 1 in Year 12 may choose, in addition, to undertake English Extension 2.

The English Extension 2 course enables students who are accomplished in their use of English 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 a sustained composition independently planned, researched, and completed. This course may be taken only in addition to the HSC Extension 1 Course.

The Preliminary English 1 Extension course requires students to undertake:

- the common module Texts Culture and Value, in which students explore ONE text from the past and its manifestations in one or more recent cultures
- the related independent research project, in which students research a range of texts as part of their independent project.

The HSC English Extension 1 course requires students to:

- complete the Year 11 English Extension course as a prerequisite
- undertake the common module and ONE elective option
- study at least three texts from a prescribed list, including at least TWO extended print texts
- study at least TWO related texts of their own choosing.

The HSC English Extension 2 course requires students to:

- undertake the study of the Year 12 English Extension 1 course
- complete a Major Work and a Reflection Statement
- document course work in a Major Work journal.



Human Society and It's Environment (HSIE)

Head Teacher:
Mr James Stieglitz
james.vonstieglitz@det.nsw.edu.au

Preliminary and HSC Courses

Ancient History
Business Services (VET) Page 58
Business Studies
Geography
Legal Studies
Modern History
Society and Culture
Skills for Work and Vocational Training (VET) Page 64

HSC Courses only

History Extension

Ancient History

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains.

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

Main Topics Covered

Preliminary Course

Part I – Investigating Ancient History. Students study at least one option from ‘The Nature of Ancient History, and at least two case studies (60 indicative hours)

Part II – Features of Ancient Societies. Students study at least two ancient societies (40 indicative hours)

Part III – Historical Investigation (20 indicative hours)

HSC Course

Part I – Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)

Part II – Ancient Societies (30 indicative hours)

Part III – Personalities in their Times (30 indicative hours)

Part IV – Historical Periods (30 indicative hours)

Particular Course Requirements

There are no course fees for this subject.

Employment/University Opportunities

The knowledge, understanding and skills acquired by students through Ancient History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It provides a valuable preparation for a range of course at university and other tertiary institutions.

Business Studies

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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Business Studies investigates the role, operation and management of businesses within our society. Business activity is a feature of everyone's life.

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

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

Main Topics Covered

Preliminary Course

- Part I – Nature of Business (20%) – The role and nature of business
- Part II – Business Management (40%) – the nature and responsibilities of management
- Part III – Business Planning (40%) – establishing and planning a small to medium enterprise

HSC Course

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

Particular Course Requirements

There are no course fees for this subject.

Employment / University Opportunities

The study of Business Studies, Stage 6, provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at University and other Tertiary Institutions. Students who study this course may enter a wide range of courses such as Commerce, Economics and Business Management degrees or may explore a wide range of industry areas as outlined in the TAFE NSW Handbook.

In addition, the study of Business Studies Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, these are opportunities for students to gain recognition in vocational education and training.

Geography

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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Geography is an investigation of the world which provides an accurate description and interpretation of the various characters of the earth and its people.

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.

Main Topics Covered

Preliminary Course

Part I – Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management

Part II – Global Challenges (45%) – geographical study of issues at a global scale

Part III – Senior Geography Project (10%) – a geographical study of student's own choosing.

HSC Course

Part I – Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection

Part II – Urban Places (33%) – study of cities or urban dynamics

Part III – People and Economic Activity (33%) – geographic study of economic activity in a local and global context

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

Particular Course Requirements

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

There are no course fees for this subject.

Employment / University Opportunities

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

Employment opportunities include: Environmental management, Urban planner, community development writer, researcher, emergency management, teaching, demographer, National Park service ranger.

History Extension

HSC 1 Unit	EXCLUSIONS Pre-requisites: Year 11 Modern or Ancient History is a pre-requisite for entry into Year 12 History Extension. Pre-requisites: Year 12 Ancient or Modern History is a co-requisite for Year 12 History Extension.	Board Developed Course Category A
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History Extension is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time.

The subject provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

Content

The course comprises two sections.

Constructing History (Minimum 40 indicative hours)

Part I – Constructing History (Minimum 40 indicative hours)

Key Questions

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

Case Studies

- Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

Part II – History Project (Maximum 20 indicative hours)

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Particular Course Requirements

The course requires students to undertake:

- one case study
- the development of one History Project.

Employment / University Opportunities

History Extension is a challenging academic course of particular value to those students intending to undertake tertiary study, particularly in the Humanities. It involves critical analysis of complex theory, wide reading and self-directed research, skills necessary to success at university.

Legal Studies

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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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.

Main Topics Covered

Preliminary Course

Part I – The Legal System (40% of course time)

Part II – The Individual and the Law (30% of course time)

Part III – The Law in Practice (30% of course time)

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

HSC Course

Core Part I: Crime (30% of course time)

Core Part II: Human Rights (20% of course time)

Part III: Two options (50% of course time)

Two options are chosen from: Consumers; Global environment and protection; Family; Indigenous peoples; Shelter; Workplace or World order.

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

Particular Course Requirements

There are no course fees for this subject.

Employment / University Opportunities

Employment in public & private sectors, commerce & management, banking & finance, accounting, communications & media, government administration and education. Combined law degrees with Commerce, Economics, Finance, Business Administration, Science, Media, Arts.

Modern History

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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Modern History engages students in an investigation of the forces that have shaped the world based on the analysis and interpretation of sources.

The Preliminary 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 HSC course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Main Topics Covered

Preliminary Course

Part I – Investigating Modern History. Students study at least one option from ‘The Nature of Modern History, and at least two case studies (60 indicative hours)

Part II – The Shaping of the Modern World (40 indicative hours)

Part III – Historical Investigation (20 indicative hours)

HSC Course

Part I – Power and Authority in the Modern World 1919–1946 (30 indicative hours)

Part II – One ‘National Studies’ topic (30 indicative hours)

Part III – One ‘Peace and Conflict’ topic (30 indicative hours)

Part IV – One ‘Change in the Modern World’ topic (30 indicative hours)

Particular Course Requirements

Preliminary

In the Preliminary course, students undertake at least two case studies. One case study must be from Europe, North America or Australia, and one case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

HSC

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

There are no course fees for this subject.

Employment / University Opportunities

The knowledge, understanding and skills acquired by students through Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It provides a valuable preparation for a range of course at university and other tertiary institutions.

Society and Culture

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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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).

Main Topics Covered

Preliminary Course

Part I – The Social and Cultural World (30%) – the interaction between persons and groups in contemporary society and traditional cultures across time

Part II – Personal and Social Identity (40%) – the study of the process of socialisation and the development of personal and social identity in individuals and groups in a variety of social and cultural settings

Part III – Intercultural Communication (30%) – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them so that they can better understand each other and their world.

HSC Course

Part I – Core Study: Social and Cultural Continuity and Change (30%) - understanding the nature of social and cultural continuity and change and examining it through the application of research methods and social theory.

Part II – Core Study: The Personal Interest Project (30%) - an individual research project that investigates an area of the student's interest.

Part III & IV – Depth Studies (40%) – Two to be chosen from:

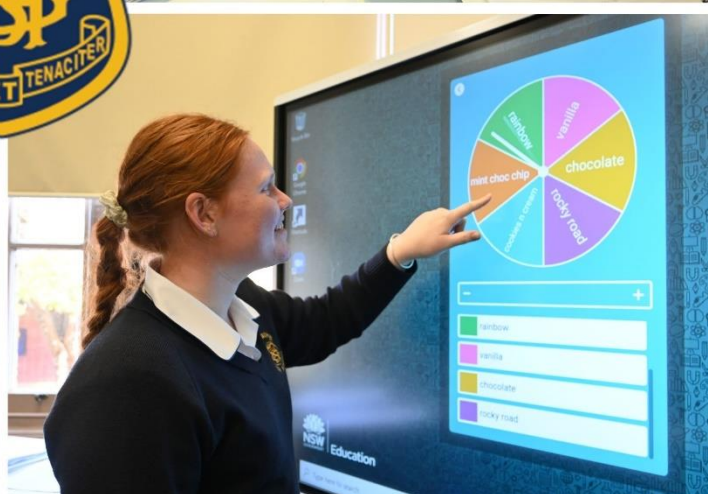
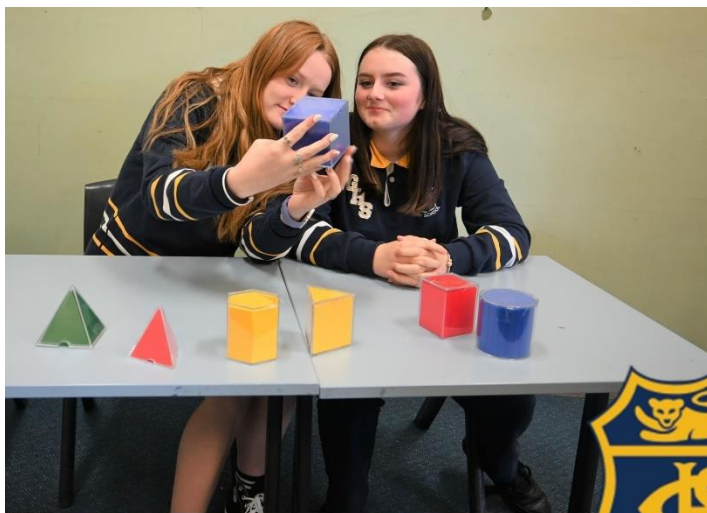
- Popular Culture – the interconnection between popular culture, society and the individual
- Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Particular Course Requirements

Completion of Personal Interest Project (submitted early Term 3 to NSW Education Standards Authority (NESA).

Employment / University Opportunities

The study of Society and Culture provides students with knowledge, understanding and skills that form a valuable range of courses at university and other tertiary institutions. The study of Society and Culture assists students to prepare for further employment and full and active participation as citizens.



Mathematics

Head Teacher:
Mrs Catherine Kelly
catherine.kelly@det.nsw.edu.au

Preliminary and HSC Courses

Mathematics Standard
Mathematics Advanced
Mathematics Extension 1
Numeracy

HSC Courses only

Mathematics Extension 2

Overview of Stage 6 Mathematics Courses

Mathematics is an interconnected subject that involves understanding and reasoning about concepts and the relationships between those concepts. It provides a framework for thinking and a means of communication that is powerful, logical, concise and precise.

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically. Mathematical thinking is supported by an atmosphere of questioning, communicating, reasoning and reflecting and is engendered by opportunities to generalise, challenge, identify or find connections and think critically and creatively.

All Mathematics Stage 6 syllabuses provide opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, in all courses students are encouraged to learn with the use of appropriate technology and make appropriate choices when selecting technologies as a support for mathematical activity.

In the preliminary year students can study mathematics in the following courses

- Mathematics Standard
- Mathematics Advanced
- Mathematics Advanced + Extension 1
- Numeracy

In the HSC year there are six mathematics programs of study

- Mathematics Standard 1
- Mathematics Standard 2
- Mathematics Advanced
- Mathematics Advanced + Extension 1
- Mathematics Advanced + Extension 1 + Extension 2
- Numeracy

Mathematics Standard

Preliminary & HSC 2 Units	EXCLUSIONS Mathematics Advanced and Extension Courses Prerequisite: Mathematics Stage 5.2 or 5.1	Board Developed Course Standard 1 Category B Standard 2 Category A
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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.

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

Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning. Students studying the Mathematics Standard 1 Course may elect to undertake an optional HSC examination.

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. All students studying the Mathematics Standard 2 course will sit for an HSC examination

Topic Areas

Preliminary Mathematics Standard	HSC Mathematics Standard 1	HSC Mathematics Standard 2
Topic: Algebra <ul style="list-style-type: none"> Formulae and Equations Linear Relationships Topic: Measurement <ul style="list-style-type: none"> Applications of Measurement Working with Time Topic: Financial Mathematics <ul style="list-style-type: none"> Money Matters Topic: Statistical Analysis <ul style="list-style-type: none"> Data Analysis Relative Frequency and Probability 	Topic: Algebra <ul style="list-style-type: none"> Types of Relationships Topic: Measurement <ul style="list-style-type: none"> Right-angled Triangles Rates Scale Drawings Topic: Financial Mathematics <ul style="list-style-type: none"> Investment Depreciation and Loans Topic: Statistical Analysis <ul style="list-style-type: none"> Further Statistical Analysis Topic: Networks <ul style="list-style-type: none"> Networks and Paths 	Topic: Algebra <ul style="list-style-type: none"> Types of Relationships Topic: Measurement <ul style="list-style-type: none"> Non-right-angled Trigonometry Rates and Ratios Topic: Financial Mathematics <ul style="list-style-type: none"> Investment and Loans Annuities Topic: Statistical Analysis <ul style="list-style-type: none"> Bivariate Data Analysis The Normal Distribution Topic: Networks <ul style="list-style-type: none"> Network Concepts Critical Path Analysis

Mathematics Advanced

Preliminary & HSC 2 Units	EXCLUSIONS Mathematics Standard Prerequisite: Mathematics Stage 5.3 for 5.2	Board Developed Course Category A
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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 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 modeling 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.

Topic Areas

Preliminary Mathematics Advanced Topic: Functions Working with Functions Topic: Trigonometric Functions Trigonometry and Measure of Angles Trigonometric Functions and Identities Topic: Calculus Introduction to Differentiation Topic: Exponential and Logarithmic Functions Logarithms and Exponentials Topic: Statistical Analysis Probability and Discrete Probability Distributions	HSC Mathematics Advanced Topic: Functions Graphing Techniques Topic: Trigonometric Functions Trigonometric Functions and Graphs Topic: Calculus Differential Calculus The Second Derivative Integral Calculus Topic: Financial Mathematics Modeling Financial Situations Topic: Statistical Analysis Descriptive Statistics and Bivariate Data Analysis Random Variables
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Mathematics Extension

Preliminary & HSC Ext 1 - Only Preliminary: 1 Unit HSC: 1 Unit Ext 1 & 2 HSC Ext 1: 2 Units HSC Ext 2: 2 Units	EXCLUSIONS Mathematics Standard, Numeracy Co-requisite: Advanced Mathematics	Board Developed Course Category A
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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 1 course has been developed on the assumption that students have studied the content and achieved a high standard in the Stage 5.3 Pathway. It is of particular use to students who are planning to continue their studies at university in mathematics or engineering.

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

Students studying one or both Extension courses must study both Mathematics Advanced Year 11 and Mathematics Extension Year 11 courses before undertaking the study of Mathematics Extension 1 Year 12, or both Mathematics Extension 1 Year 12 and Mathematics Extension 2 Year 12.

Preliminary Mathematics Extension 1 Functions <ul style="list-style-type: none"> Further Work with Functions Polynomials Trigonometric Functions <ul style="list-style-type: none"> Inverse Trigonometric Functions Further Trigonometric Identities Calculus <ul style="list-style-type: none"> Rates of Change Combinatorics <ul style="list-style-type: none"> Working with Combinatorics 	HSC Mathematics Extension 1 Proof <ul style="list-style-type: none"> Proof by Mathematical Induction Vectors <ul style="list-style-type: none"> Introduction to Vectors Trigonometric Functions <ul style="list-style-type: none"> Trigonometric Equations Calculus <ul style="list-style-type: none"> Further Calculus Skills Applications of Calculus Statistical Analysis <ul style="list-style-type: none"> The Binomial Distribution 	HSC Mathematics Extension 2 Proof <ul style="list-style-type: none"> The Nature of Proof Further Proof by Mathematical Induction Vectors <ul style="list-style-type: none"> Further Work with Vectors Complex Numbers <ul style="list-style-type: none"> Introduction to Complex Numbers Using Complex Numbers Calculus <ul style="list-style-type: none"> Further Integration Mechanics <ul style="list-style-type: none"> Applications of Calculus to Mechanics
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Numeracy

Preliminary & HSC 2 Units	EXCLUSIONS Mathematics Advanced, Mathematics Standard Prerequisite: Stage 5 Mathematics	Content Endorsed Course
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Developing numeracy skills means knowing how to use mathematics in everyday life and for problem-solving beyond the classroom. These skills help to overcome challenges, recognise opportunities and be successful in the workplace and in life. We know that for a range of reasons, some students are disengaged from mathematics. They may not feel confident or see how these skills may apply to future work, life, studies or training. This course offers students the opportunity to develop the numeracy and mathematics skills required for everyday life after school.

Main Topics Covered

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

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

Does it count towards the ATAR?

The Numeracy course is a Content Endorsed Course (CEC) developed by NESA. These courses can be included in the achievement of the HSC but are not externally examined and do not contribute to the calculation of an ATAR. As a CEC, the Numeracy course offer schools the flexibility to determine the nature and emphasis of learning and assessment according to their local priorities.



Personal Development, Health and Physical Education (PDHPE)

Head Teacher:
Mr Eddie Teague
eddie.teague@det.nsw.edu.au

Preliminary and HSC Courses

Community and Family Studies
Dance (Creative and Performing Arts) Page 12
Exploring Early Childhood
Personal Development, Health and Physical Education (PDHPE)
Sport, Lifestyle and Recreation
Sports Coaching (VET) Page 65

Community and Family Studies

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society.

The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Main Topics Covered

Preliminary Course

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

HSC Course

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

HSC Option Modules

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

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

Particular Course Requirements

Students are required to complete an Independent Research project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas:

- Individuals
- Groups
- Families
- Communities
- Resource Management

Exploring Early Childhood

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Content Endorsed Course
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Exploring Early Childhood aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

Main Topics Covered

Modules include:

- Learning Experiences for Young Children
- Play and the Developing Child
- Young Children and the Media
- The Childrens' Services Industry
- Food and Nutrition
- Child Health and Safety

Particular Course Requirements

Students will 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
- Skills in research and analysis
- Skills in 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.

Personal Development, Health and Physical Education

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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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.

Main Topics Covered

Preliminary Course

Core Topic (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

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

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

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

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

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

Particular Course Requirements

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

Sport, Lifestyle and Recreation

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Content Endorsed Course
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Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

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

Through the course students will develop:

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

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

Aquatics
Athletics
First Aid

Fitness
Specific Sports
Gymnastics

Outdoor Recreation
Sports Administration
Coaching

Social Perspectives
of Sports
Healthy Lifestyle



Science

Head Teacher:
Mr Jade Smith
jade.smith7@det.nsw.edu.au

Preliminary and HSC Courses

Agriculture
Biology
Chemistry
Earth and Environmental Science
Investigating Science
Marine Studies
Physics
Primary Industries (VET) Page 62

HSC Courses only

Science Extension

Agriculture

Preliminary & HSC 2 Units	EXCLUSIONS Nil Faculty Science Contact: Head Teacher Mr Jade Smith	Board Developed Course Category A
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The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an “on-farm”, environment-oriented course.

The Higher School Certificate course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a focus upon sustainability. This is achieved through the farm product study.

Main Topics Covered

Preliminary Course

- | | |
|------------------------------|---------------------------|
| * Agricultural Systems (15%) | * Plant Production (30%) |
| * Farm Case Study (25%) | * Animal Production (30%) |

HSC Core Topics

- | | |
|----------------------------|---------------------------|
| * Plant Production (25%) | * Animal Production (25%) |
| * Farm Product Study (30%) | |

One Elective from the following:

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

Particular Course Requirements

For the Preliminary course:

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

HSC Course

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

Biology

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

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

Main Topics Covered**Year 11**

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

Year 12

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

Particular Course Requirements

Students will need to complete a Depth Study. This is an in-class investigation/activity that requires a minimum of 15 hours.

Students may be required to go on an overnight field work trip and other excursions throughout the course.

Chemistry

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

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

Main Topics Covered

Year 11	Year 12
<ul style="list-style-type: none"> • Properties and Structure of Matter 	<ul style="list-style-type: none"> • Equilibrium and Acid Reactions
<ul style="list-style-type: none"> • Introduction to Quantitative Chemistry 	<ul style="list-style-type: none"> • Acid/Base Reactions
<ul style="list-style-type: none"> • Reactive Chemistry 	<ul style="list-style-type: none"> • Organic Chemistry
<ul style="list-style-type: none"> • Drivers of Reactions 	<ul style="list-style-type: none"> • Applying Chemistry Ideas

Particular Course Requirements

Students will need to complete a Depth Study. This is an in-class investigation/activity that requires a minimum of 15 hours.

Students may be required to go on excursions throughout the course.

Earth and Environmental Science

HSC 1 Units	EXCLUSIONS Nil	Board Developed Course Category A
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The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

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

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

Main Topics Covered

Year 11	Year 12
• Earth's Resources	• Earth's Processes
• Plate Tectonics	• Hazards
• Energy Transformation	• Climate Science
• Human Impacts	• Resource Management

Particular Course Requirements

Students will need to complete a Depth Study. This is an in-class investigation/activity that requires a minimum of 15 hours.

Students may be required to go on an overnight field work trip and other excursions throughout the course.

Investigating Science

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

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

Main Topics Covered

Year 11	Year 12
<ul style="list-style-type: none"> Cause and Effect - Observing 	<ul style="list-style-type: none"> Scientific Investigations
<ul style="list-style-type: none"> Cause and Effect - Inferences and Generalisation 	<ul style="list-style-type: none"> Technologies
<ul style="list-style-type: none"> Scientific Models 	<ul style="list-style-type: none"> Fact or Fallacy
<ul style="list-style-type: none"> Theories and Laws 	<ul style="list-style-type: none"> Science and Society

Particular Course Requirements

Students will need to complete a Depth Study. This is an in-class investigation/activity that requires a minimum of 30 hours.

Students may be required to go on excursions throughout the course.

Marine Studies

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Content Endorsed Course
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The oceans cover more than 70% of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life, which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

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

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

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.

Through Marine Studies students will develop:

- Knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- The ability to cooperatively manage activities and communicate in a marine context
- An ability to apply the skills of critical thinking, research and analysis
- Knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- Knowledge, understanding and skills in safe practices in the marine context.

Physics

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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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.

Main Topics Covered

Year 11	Year 12
<ul style="list-style-type: none"> Kinematics 	<ul style="list-style-type: none"> Advanced Mechanics
<ul style="list-style-type: none"> Dynamics 	<ul style="list-style-type: none"> Electromagnetism
<ul style="list-style-type: none"> Waves and Thermodynamics 	<ul style="list-style-type: none"> The Nature of Light
<ul style="list-style-type: none"> Electricity and Magnetism 	<ul style="list-style-type: none"> From the Universe to the Atom

Particular Course Requirements

Students will need to complete a Depth Study. This is an in-class investigation/activity that requires a minimum of 15 hours.

Students may be required to go on excursions throughout the course.

Science Extension

HSC 1 Units	EXCLUSIONS Nil	Board Developed Course Category A
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Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.

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 may choose to study Science Extension in Year 12 if they are continuing with at least one of their Science subjects.

Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Main Topics Covered

Module 1 The Foundations of Scientific Thinking

Module 2 The Scientific Research Proposal

Module 3 The Data, Evidence and Decisions

Module 4 The Scientific Research Report

Particular Course Requirements

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

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

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

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.



Technologies (TAS)

Head Teacher:
Mr Mark White
mark.white27@det.nsw.edu.au

Preliminary and HSC Courses

Construction (VET) Page 59
Design and Technology
Food Technology
Hospitality (VET) Page 61
Industrial Technology - Metals and Engineering
- Timber
Manufacturing and Engineering (VET) Page 63
Textiles and Design

Design and Technology

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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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 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.

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular 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.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesized and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation

Fees: \$80 in Year 11 & 12

Individual student projects may incur higher costs

Food Technology

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

Fees: \$90 Year 11 \$75 Year 12

Equipment: Apron, enclosed leather shoes

Industrial Technology (Metal and Engineering)

Preliminary & HSC 2 Units	EXCLUSIONS Industrial Technology - Timber Products and Furniture	Board Developed Course Category A
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Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

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

Main Topics Covered

Preliminary Course

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

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

HSC Course

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

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

Particular Course Requirements

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

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

Fees: \$80 in Year 11 & 12

Individual student projects may incur higher costs

Industrial Technology (Timber and Furniture)

Preliminary & HSC 2 Units	EXCLUSIONS Industrial Technology - Metal and Engineering	Board Developed Course Category A
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Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

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

Main Topics Covered

Preliminary Course

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

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

HSC Course

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

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

Particular Course Requirements

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

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

Fees: \$80 in Year 11 & 12

Individual student projects may incur higher costs

Textiles and Design

Preliminary & HSC 2 Units	EXCLUSIONS Nil	Board Developed Course Category A
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The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

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

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular Course Requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

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

Fees: \$90 Year 11, \$75 Year 12

Equipment: Apron, enclosed leather shoes

Individual Student projects may incur higher costs.



Vocational Education and Training (VET)

Head Teacher:
Mr Mark White
mark.white27@det.nsw.edu.au

Preliminary and HSC Courses

Business Services
Construction
Entertainment Industry (Live Production and Services)
Hospitality
Primary Industries
Skills for Work and Vocational Pathways
Sport Coaching

Business Services



Education

Wagga Wagga RTO 90333

BSB20115 Certificate II in Business

Course: **Business Services (240 indicative hours)**

Board Developed Course

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

4 Preliminary and/or HSC units in total

Category B status for Australian Tertiary Admission Rank (ATAR)

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Business Services includes functions related to advertising, accounting, business communication, human resources, legal work, management, market research, sales and marketing and secretarial and technology applications. Students will acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. Occupations in the business service industry include administration assistant, clerical worker, data entry operator, information desk clerk, office junior receptionist.

Core Unit of Competency

- BSBWHS201 Contribute to health and safety of self and others
- BSBCUS201 Deliver a service to customers
- BSBIND201 Work effectively in a business environment
- BSBINM201 Process and maintain workplace information
- BSBSUS201 Participate in environmentally sustainable work practices
- TLIP2029A Prepare and process financial documents
- BSBINN201 Contribute to workplace innovation

Elective Units of Competency

- BSBITU307 Develop keyboarding speed and accuracy
- BSBITU211 Produce digital text documents
- BSBITU213 Use digital technologies to communicate remotely
- BSBINM202 Handle mail
- BSBITU212 Create and use spreadsheets
- BSBCMM201 Communicate in the workplace
- BSBWOR202 Organise and complete daily work activities

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

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

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a BSB20115 Certificate II in Business. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards BSB20115 Certificate II in Business.

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

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

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

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

Course fee: Nil

Delivery Arrangements: Goulburn High School

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

Construction



NSW Government
Education
Wagga Wagga RTO 90333

CPC20211 Certificate II in Construction Pathways

Course: **Construction (240 indicative hours)**

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler. This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

Core Units of Competency

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

Elective Units of Competency

Elective units may include:

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures
- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process
- CPCCBL2001A Handle and prepare bricklaying & blocklaying materials
- CPCCBL2002A Use bricklaying and blocklaying tools and equipment
- CPCCCA2003A Erect and dismantle form work for footings and slabs on ground
- CPCCCO2013A Carry out concreting to simple forms

This course contains three additional units above the qualification to meet NSW BOSTES HSC requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCCO2021A Handle concreting materials.

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Construction Pathways CPC20211**. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards **Certificate II in Construction Pathways CPC20211**.

Foundation Skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

N Determinations: Where a student has not met the NSW BOSTES course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

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

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$140, White Card cost is \$80 + Asbestos training if students will be doing work placement in the ACT.

Refund Arrangements: on a pro – rata basis / Discuss payment options with your trainer.

Delivery Arrangements: Goulburn high School, usual timetable lessons with 1-2 day block

Exclusions: Nil

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Entertainment Industry (Live Production and Services)



NSW Education
Wagga Wagga RTO 90333

CUA30415 Certificate II in Live Production and Services

CUA30415 Certificate III in Live Production and Services

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Entertainment Industry

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

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

Qualification: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services (240 indicative hours)
4 Preliminary and/or HSC units in total.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications for employment in the entertainment industry. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, working with others, staging and operating audio, lighting and vision systems. This qualification is designed to reflect the role of individuals who work in technical production teams, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations within the entertainment industry. Possible occupations include stage hand, lighting technician, set designer and sound technician.

Statement of Attainment towards CUA30415 Certificate III in Live Production and Services (240 hour course)

- CPCCOHS1001A Work Safely in the construction industry
- CUAIND301 Work effectively in the creative arts industry
- CUAWHS302 Apply work health and safety practices
- BSBWOR301 Organise personal work priorities & development
- SITXCCS006 Provide service to customers
- CUVPRP30A Participate in collaborative creative projects
- CUALGT301 Operate basic lighting
- CUASOU301 Undertake live audio operations
- CUAVSS302 Operate vision systems
- CUASMT301 Work effectively backstage during performances
- CUASTA202 Assist with bump in and bump out of shows
- CUASTA301 Assist with production operations for live performance

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.
Support services may be available to meet needs of individual students.

Qualifications

Statement of Attainment towards CUA30415 Certificate III in Live Production and Services

Students who undertake the 240 hour course and achieve at least one unit of competency will be eligible for a Statement of Attainment towards Certificate III in Live Production and Services for all competencies.

This qualification is part of the Creative Arts and Culture CUAv2Training Package and provides pathways to CUA40415 Certificate IV in Live Production and Technical Services, CUA50415 Diploma of Live Production and Technical Services and other qualifications that allow for selection of these units of competency.

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

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

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

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

Resources costs: \$80.00 Discuss payment options with our trainer.

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: At school, timetabled

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

Hospitality



Wagga Wagga RTO 90333

SIT20213 Certificate II in Hospitality

Course: **Hospitality (240 indicative hours)**

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a **pathway** to work in various hospitality settings – restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. **Possible job titles:** café attendant, catering assistant, food and beverage attendant.

Core Units of Competency

BSBWOR203	Work effectively with others
SITHIND201	Source & use information on the hospitality industry
SITHIND202	Use hospitality skills effectively (holistic Unit)
SITXCOM201	Show social and cultural sensitivity
SITXCCS202	Interact with customers
SITXWHS101	Participate in safe work practices

Elective Units of Competency

SITXFSA101	Use hygienic practices for food safety
SITHFAB203	Prepare and serve non-alcoholic beverages
SITHFAB204	Prepare and serve espresso coffee
SITHFAB206	Serve food and beverage
SITHCCC103	Prepare sandwiches
SITHCCC101	Use food preparation equipment
SITXFSA201	Participate in safe food handling practices
SITHACS101	Clean premises and equipment
BSBSUS201	Participate in environmentally sustainable work practices

This course contains 3 additional units above the qualification to meet NSW HSC BOSTES requirements.

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications:

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Hospitality (SIT20213)**. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment** towards **Certificate II in Hospitality (SIT20213)**.

The current Certificate II in Hospitality Curriculum Framework is under review. The current **Certificate II in Hospitality (SIT20213)** is being superseded by **Certificate II in Hospitality (SIT20316)** and as a result some core and elective units of competency may change.

Foundation skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

N Determinations: Where a student has not met BOSTES course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

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

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$100 Preliminary, \$80 HSC + Chef uniform (approx. \$75)

Refund Arrangements: on a pro – rata basis. Discuss payment options with your trainer.

Delivery Arrangements: As per Goulburn High School Timetable + Some external assessments (commercial kitchen) + catering exercises

Exclusions: Nil however students may not undertake the same unit of competency in more than one VET course

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Primary Industries



NSW Education
Wagga Wagga RTO 90333

AHC20116 Certificate II in Agriculture

AHC20116 Certificate II in Agriculture

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Primary Industries (240 indicative hours)

4 Preliminary and/or HSC units in total

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

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

Course Description

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

Core Units of Competency

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

Elective Units of Competency

- | | |
|--|--|
| <ul style="list-style-type: none"> • AHCWRK201 Observe and report on weather • AHCCHM201 Apply chemicals under supervision • AHCPMG201 Treat weeds • AHCWRK205 Participate in workplace communications • AHCLSK202 Care for health and welfare of livestock • AHCLSK205 Handle livestock using basic techniques • AHCLSK206 Identify and mark livestock • AHCLSK204 Carry out regular livestock observations | <ul style="list-style-type: none"> • AHCMOM202 Operate tractors • AHCMOM304 Operate machinery and equipment • AHC BIO201 Inspect and clean machinery for plant, animal and soil • AHCINF202 Install, maintain and repair farm fencing • AHCINF201 Carry out basic electric fencing operations • AHCNSY201 Pot up plants • AHC SOL202 Assist with soil or growing media sampling and testing • AHCNSY203 Undertake propagation activities |
|--|--|

Refer to the TAS for the qualification packaging rules.

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.
Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for AHC20116 Certificate II in Agriculture. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC20116 Certificate II in Agriculture.

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

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

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

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

Resources costs: \$60 for both Year 11 and Year 12. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: As per school timetable

Exclusions: Refer to NESA Stage 6 VET Board Developed Course syllabus.

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>

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

Manufacturing and Engineering



Education

Wagga Wagga RTO 90333

MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

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 Refer to the TAS for the qualification packaging rules.		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	
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 ■ refrigeration and air conditioning ■ toolmaker ■ machinist ■ mechanic ■ 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 - \$160 HSC - \$50 You will require steel cap boots		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			

Skills for Work and Vocational Pathways



NSW Education

Wagga Wagga RTO 90333

FSK20113 Certificate II in Skills for Work and Vocational Pathways

FSK20113 Certificate II in Skills for Work and Vocational Pathways

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Skills for Work and Vocational Pathways

Board Endorsed Course

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

Mandatory work placement is not a requirement for the HSC course.

Qualification: FSK20113 Certificate II in Skills for Work and Vocational Pathways

Qualification: Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways

(2 units x 1 year, 120 hours)

Course Description

This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

Course Units of Competency

The following content is delivered in the 120 hour course.

- FSKDIG03 Use digital technology for routine workplace tasks
- FSKLRG09 Use strategies to respond to routine workplace problems
- FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKNUM15 Estimate, measure and calculate with routine metric measurements for work
- FSKOCM07 Interact effectively with others at work
- FSKRDG10 Read and respond to routine workplace information
- FSKWTG09 Write routine workplace texts
- FSKOCM04 Use oral communication skills to participate in workplace meetings
- FSKRDG09 Read and respond to routine standard operating procedures
- FSKWTG07 Write routine formal workplace texts
- BSBITU211 Produce digital text documents

FSK20113 Certificate II in Skills for Work and Vocational Pathways represents an option for students to demonstrate key employability skills and a range of foundation skills to employers. This course is project based and projects will be determined by the school. The course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem solving skills that relate directly to the workplace.

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

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

Qualifications

Students who are assessed as competent in sufficient units of competency will be eligible for a Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways.

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

N Determinations: Where a student has not met the New South Wales Education Standards Authority (NESA) course completion criteria they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

External Assessment (optional HSC examination): No. There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

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

Resources costs: Discuss payment options with your trainer.

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: at school, in class

Exclusions: Community Services – Introduction. Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

There is no school based traineeship or apprenticeship pathway associated with this course.

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

Sport Coaching



Education

Wagga Wagga RTO 90333

SIS30519 Certificate II in Sport Coaching

SIS30519 Certificate III in Sport Coaching

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Sport Coaching (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Endorsed Course

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

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

Course Description This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport.

This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. Individuals with this qualification possess a range of well-developed skills where discretion and judgement are required. They are responsible for their own outputs.

Possible job titles depend on the specific sport and may include community coach.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Core Units of Competency

- HLTWHS001 Participate in workplace health and safety
- SISSCO002 Work in a community coaching role
- SISSCO005 Continuously improve coaching skills and knowledge
- HLTAID003 Provide first aid
- SISSCO003 Meet participant coaching needs
- BSBRSK401 Identify risk and apply risk management processes

Electives

- SISSCO012 Coach sports participants up to an intermediate level
- SISXCAI009 Instruct strength and conditioning techniques
- SISSOF002 Continuously improve officiating skills and knowledge
- SISXDIS001 Facilitate inclusion for people with a disability
- SISXIND006 Conduct sport, fitness and recreation events
- SISSATH201A Teach the fundamentals of Athletics
- SISSTOU201A Perform the intermediate skills of Touch Football

Students may apply for recognition of prior learning (RPL) or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet the needs of individual students.

Qualifications Students who are assessed as competent in the above units of competency will be eligible for a SIS30519 Certificate III in Sport Coaching. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIS30519 Certificate III in Sport Coaching.

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

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

External Assessment (optional HSC examination): No. There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

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

Resources costs: Additional qualifications (Level 1 Touch Football Referee Course \$25, Level 1 Touch Football Coaching Course \$130, First Aid course \$70)

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: As per school timetable

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

A school-based traineeship may be available in this course, for more information: <http://www.sbatinnsw.info/>

NOTES

[illegible]

HSC = at least 6 courses in YEAR 11 (Preliminary Course) + at least 5 courses in Year 12 (HSC Course)

BOARD DEVELOPED COURSES (BDC) – These subjects must be studied in Year 11 and Year 12

HSC = all students must study at least 3 Board Developed Courses in year 11 & 12, including English.

ATAR = at least 5 BDC (must be the same courses for Prelim & HSC), at least 4 Category A

Category A: Students must also have **at least (8 Units) Category A** subjects to receive an ATAR.

Agriculture.....	Page 43	Industrial Technology (Metal and Engineering).....	Page 54
Ancient History.....	Page 24	Industrial Technology (Timber and Furniture).....	Page 55
Biology.....	Page 44	Investigating Science.....	Page 47
Business Studies.....	Page 25	Legal Studies.....	Page 28
Chemistry.....	Page 45	Mathematics Standard.....	Page 33
Community & Family Studies.....	Page 38	Mathematics Advanced.....	Page 34
Dance.....	Page 12	Mathematics Extension.....	Page 35
Design and Technology.....	Page 52	Modern History.....	Page 29
Drama.....	Page 13	Music 1.....	Page 14
Earth and Environmental Science.....	Page 46	Personal Development Health & Physical Education.....	Page 40
English Advanced.....	Page 19	Physics.....	Page 49
English Standard.....	Page 20	Science Extension.....	Page 50
English Extension 1 and 2.....	Page 22	Society & Culture.....	Page 30
Food Technology.....	Page 53	Textiles and Design.....	Page 56
Geography.....	Page 26	Visual Arts.....	Page 16
History Extension.....	Page 27		

Category B: Only one Category B subject can be included in an ATAR calculation. If a student studies two Category B subjects (and 4 Category A) the subject with the best exam result will be used in the ATAR calculation, however English must be included in the calculation of an ATAR.

English Studies.....	Page 21	Mathematics Standard.....	Page 33
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BDC Vocation Education Training (VET) Courses at school:

These subjects can be studied in Year 11 and/or Year 12, but can only be included in an ATAR if studied for 2 years. These subjects have mandatory work placement requirements.

Business Services.....	Page 58	Hospitality.....	Page 61
Construction.....	Page 59	Primary Industries.....	Page 62
Entertainment Industry (Live Production and Services).....	Page 60		

BOARD AND CONTENT ENDORSED COURSES (BEC) (CEC):

These subjects cannot be used in the calculation of an ATAR. Endorsed Courses can be studied in Year 11 and/or Year 12.

Exploring Early Childhood.....	Page 39	Photography, Video & Digital Imaging.....	Page 15
Marine Studies.....	Page 48	Sports Lifestyle & Recreation.....	Page 41
Numeracy.....	Page 36		

BEC Vocation Education Training (VET) Courses at school:

Manufacturing and Engineering.....	Page 63
Skills for Work and Vocational Pathways (one year course only).....	Page 64
Sport Coaching.....	Page 65